

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Centers for International Business Education

CFDA # 84.220A

PR/Award # P220A140031

Grants.gov Tracking#: GRANT11695109

OMB No. , Expiration Date:

Closing Date: Jul 03, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/03/2014

4. Applicant Identifier:

University of Maryland

5a. Federal Entity Identifier:

1520710851-A1

5b. Federal Award Identifier:

NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Maryland

* b. Employer/Taxpayer Identification Number (EIN/TIN):

526002033

* c. Organizational DUNS:

7909342850000

d. Address:

* Street1:

3112 Lee Building

Street2:

* City:

College Park

County/Parish:

Prince George's

* State:

MD: Maryland

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

20742-5141

e. Organizational Unit:

Department Name:

Research Administration

Division Name:

Research

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Christina

Middle Name:

C

* Last Name:

Lambert

Suffix:

Title:

Contract Administrator

Organizational Affiliation:

University of Maryland

* Telephone Number:

(301) 405-6269

Fax Number:

301-314-9569

* Email:

oraa@umd.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.220

CFDA Title:

Centers for International Business Education

* 12. Funding Opportunity Number:

ED-GRANTS-060314-001

* Title:

Office of Postsecondary Education (OPE): Center for International Business Education Program CFDA Number 84.220A

13. Competition Identification Number:

84-220A2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

The Rise of New Economic Powers and America's Competitive Future

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant MD-005

* b. Program/Project MD-005

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2014

* b. End Date: 09/30/2018

18. Estimated Funding (\$):

* a. Federal	1,284,956.00
* b. Applicant	1,692,510.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,977,466.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 07/03/2014 .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: Evan

Middle Name:

* Last Name: Crierie

Suffix:

* Title: Assistant Director

* Telephone Number: (301) 405-6269 Fax Number: 301-314-9569

* Email: oraa@umd.edu

* Signature of Authorized Representative: Evan Crierie * Date Signed: 07/03/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Evan Crierie	Assistant Director
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Maryland	07/03/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="University of Maryland"/> * Street 1 <input type="text" value="3112 Lee Building"/> Street 2 <input type="text"/> * City <input type="text" value="College Park"/> State <input type="text" value="MD: Maryland"/> Zip <input type="text" value="20742-5141"/> Congressional District, if known: <input type="text" value="MD-005"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Centers for International Business Education"/> CFDA Number, if applicable: <input type="text" value="84.220"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Evan Crierie"/> * Name: Prefix <input type="text" value="Ms."/> * First Name <input type="text" value="Evan"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Crierie"/> Suffix <input type="text"/> Title: <input type="text" value="Assistant Director"/> Telephone No.: <input type="text" value="301-405-6269"/> Date: <input type="text" value="07/03/2014"/>		
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PR/Award # P220A140031

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA.pdf

Add Attachment

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427 GEPA

The University of Maryland, College Park, actively subscribes to a policy of equal education and employment opportunity, and will not discriminate on the basis of gender, race, national origin, color, physical or mental disability, age, sexual orientation, religion, or political affiliation. This is a matter of University Policy, a fact brought out in the application narrative.

All university buildings are accessible to handicapped individuals. Many of the CIBER seminars and workshops, which are intended to be offered in a physical classroom setting, will also be available via Webcasting/Video. The University of Maryland shuttle bus service connects major residential areas and metro stations in nearby jurisdictions to the campus; the service is free of cost to students, faculty, and staff.

The UMD President has established a number of initiatives to ensure equity and diversity throughout the campus (<http://www.umd.edu/diversity/group/>). These are: Conflict Resolution Network, Equity Council, Office of Diversity and Inclusion, President's Commission on Disability Issues, President's Commission on Ethnic Minority Issues, President's Commission on LGBT Issues, and President's Commission on Women's Issues. As an example, here is what the President's Commission on Disability Issues does:

“Established in 1986, the President's Commission on Disability Issues is responsible for advising the President on issues of concern to people with disabilities. The Commission investigates and studies these issues as part of the University's commitment to the full participation of all members of its community in the educational, cultural, and social life of the campus. Its mission is to recommend steps that will help the University create a respectful, inclusive and universally accessible environment for people with disabilities.”

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of Maryland

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Evan Middle Name:
* Last Name: Crierie Suffix:
* Title: Assistant Director

* SIGNATURE: Evan Crierie

* DATE: 07/03/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

[Add Attachment](#)

[Delete Attachment](#)

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University of Maryland's Robert H. Smith School of Business
The Rise of New Economic Powers and America's Competitive Future

Project Director: Kislaya Prasad, Ph.D. [Phone: (301) 405-6359, Email: kprasad@umd.edu]

ABSTRACT

The University of Maryland's Robert H. Smith School of Business has a longstanding commitment to engagement with the global community. In part a consequence of proximity to the nation's capital, the commitment also derives from an appreciation of the fact that both the challenges and opportunities facing the nation are global in nature. To succeed in today's environment requires being alert to ongoing global developments, and having the ability to discriminate between enduring forces and transient events. The Smith School CIBER's mission has been to increase awareness and instill a deeper sense of understanding of the international arena. The current proposal seeks to build on past accomplishments with an ambitious set of new programs and significant enhancements to successful programs.

In this proposal, the Smith School CIBER has chosen to focus on the rise of new economic powers, and what this phenomenon signifies for the U.S. The focus rests on the belief that the so-called emerging and frontier markets (an expanding group of countries, starting with China, India, and Brazil) are vital for the fortunes of US companies. Business leaders need to have the ability to harness opportunities and rise to the challenges of doing business there. Towards this end, major initiatives on emerging markets are proposed – including conferences, research projects, faculty development, and activities for students and executives. The focus combines with CIBER's core strength – its position at the intersection of academic, business and policy communities in the nation's capital. Through collaborations with strategic partners, activities cover a wide range of domains and will deepen understanding of multiple facets of emerging markets.

An overriding objective of the proposed project is to enhance CIBER's reputation for thought leadership in the field of global business. Additionally, derived from the authorizing legislation, are the following objectives: (1) prepare students for global leadership; (2) help educators bring the world into the classroom; (3) support top quality research on topics of vital national interest; (4) build critical knowledge and international skills of executives; and (5) collaborate with other educational institutions to share expertise on internationalization. Finally, the University of Maryland has some of the most extensive foreign language resources of any university in the country. CIBER remains committed to making these available to the business community.

The Smith School is an internationally recognized leader in management education and research. The Smith School CIBER has high-quality personnel and the active support of the School's leadership. It diligently follows a clearly articulated evaluation plan, which has led to positive organizational changes and enhancements to program activities in the past. It is poised for even greater success in the future.

Both Competitive Preference Priorities and both Invitational Preference Priorities are addressed.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Narrative

1. Meeting the Purpose of the Statue	1
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1. Meeting the Purpose of the Authorizing Statute

For this grant cycle, the Smith School has chosen to focus on emerging and frontier markets (hereafter referred to as just ‘emerging markets’). A variety of initiatives are proposed, addressing the different mandates and targeting the multiple constituencies listed in the statute. These include major conferences, research projects, faculty development programs, and a variety of education and training activities for students and executives. The activities also explore different facets of emerging markets relevant to US business interests, and regional differences in what is a very vast area of the globe. Taken as a whole, the activities are comprehensive and will complement each other for maximum impact. It should be pointed out that the focus on emerging markets is non-exclusive. As is appropriate, activities in other parts of the world will continue to remain in our portfolio. The purpose of the authorizing statute – of promoting US capacity for international understanding and economic enterprise and contributing to the ability of US business to prosper in an international economy – will be well served by the proposed project.

The remarkable growth in emerging markets in the two decades since 1990 marks one of the most momentous events in modern economic history. Since 1990, emerging markets’ share of world output has gone from less than a third to more than half. This economic growth miracle transformed patterns of world trade and investment, lifted millions out of poverty, and captivated the attention of the world. Growth has slowed in recent years, with further fragility being exposed by the turmoil in financial markets that followed signals from the Federal Reserve earlier this year that it might begin tapering its quantitative easing policy. The slowing of these economies led to questions in the popular media about whether the rates of growth seen in the two previous decades were a thing of the past. While this may be so, it is unquestionably the case that emerging markets will continue to be a significant force in the world economy, and will be

vital to the fortunes of US companies. Business leaders will need to have the ability to harness opportunities and rise to the challenges of doing business there.

The recent decline in performance of emerging markets underscores gaps in institutions and governance and points to deficiencies in infrastructure and human resources. These are challenges that will need to be addressed, and there are indications this may happen. For instance, results in the recently concluded Indian elections were driven by dissatisfaction with economic performance and corruption, and by the aspirations of a new generation that has come to expect more. From the perspective of US companies, there is an even greater need for better understanding of the forces shaping the business environment. In the heyday of the boom it was hard to make a mistake in the BRICs. The slowdown has exposed some to have made bad decisions. Warren Buffett memorably observed in his 2001 Chairman's Letter: "After all, you only find out who is swimming naked when the tide goes out." This is now being borne out in emerging markets as well. In the future, much greater skill will be required for evaluating opportunities and managing risk. Unfortunately, there will be plenty of risk – as firms with exposure to Ukraine and Russia have recently learned. Sound knowledge of these regions is the best way to be prepared.

The historical rise of new economic powers provides the backdrop against which the Robert H. Smith School of Business is applying for continued funding of its CIBER. The choice of focus in the current proposal lends coherence to diverse activities, presents an opportunity for exploiting synergies, and creates the greatest potential for impact. The cultural distance between the US and emerging markets, the greater language barriers, the difficulties created by gaps in institutions and infrastructure, and other such hurdles create a greater need for programs focused

on succeeding in emerging markets. Now, when they have become such a large part of the world economy, the potential returns from succeeding in emerging markets are much greater.

We build upon the success of the last grant cycle, when the Smith School CIBER made remarkable progress despite a very challenging funding environment. The presence of the CIBER has contributed significantly towards the internationalization of the Smith School, and the plan now is to take this to the next level. To this end, we are proposing a set of activities designed to increase the US capacity for international enterprise and the international competitiveness of US businesses – in emerging markets and elsewhere. Title VI Part B of the Higher Education Act, in sections 611 and 612, enumerates the purposes and how these are to be achieved. Broadly, the statute mandates (1) international education and training programs for students and for business personnel (Sec. 611); and (2) research, education, and training programs in international business and trade competitiveness (Sec. 612). Mandatory and permissible activities listed in the statute give more precise direction on the nature of the activities. We define our objectives using slightly different labels: (a) prepare students for global leadership, (b) help educators bring the world into the classroom, (c) support top quality research on topics of vital national interest, (d) build critical knowledge and international skills of executives, and (e) collaborate with other educational institutions to share international expertise. The different labels make the objectives easier to communicate – however, the objectives are derived from the statute. In addition to the above, we have an overriding objective – to *enhance CIBER's thought leadership in International Business*. This means, to strive to be a *national resource center of excellence* in research, education, and training of International Business. Our programs have national significance, but we are also deeply committed to the progress of the State of Maryland and our local community.

Objectives

The objectives of the CIBER program are derived from the findings and purposes of the authorizing legislation and serve to guide the Smith CIBER organization.

- 1. *Enhance CIBER's Thought Leadership in International Business:*** By continually striving for excellence, establish the Smith School CIBER's reputation as the *best national resource center* for research, education, and training of International Business.
- 2. *Prepare Students for Global Leadership:*** Deepen the international engagement of the Smith School and provide an environment which fosters a global mindset and global business savvy among its students. Develop programs and activities to equip students with the international business skills necessary for the success of their future organizations.
- 3. *Help Educators Bring the World into the Classroom:*** Become a resource for the teaching of improved techniques, strategies, and methodologies in the context of a global economy. Support faculty development and work with faculty to further strengthen international course offerings and infuse global content in as many courses as possible. Foster innovations, such as those leveraging information and communication technology, to advance international business education.
- 4. *Support Top Quality Research on Topics of Vital National Interest:*** Support research that promotes the international competitiveness of American business and strengthens the international aspects of business and professional education. In particular, support research on emerging markets, which will be critical to America's future.
- 5. *Build Critical Knowledge and International Skills of Business Professionals:*** Engage with the local business community and organize specific programs and activities designed to build international knowledge and skills.

6. Collaborate with Other Educational Institutions to Share International Expertise: Build and foster links with other educational institutions and CIBER consortia to further the goals of the authorizing statute. This includes international links required for the success of programs, as well as outreach activities intended to share expertise. In particular, collaborate with Minority Serving Institutions (MSIs).

Interwoven with the above is the objective of promoting *Foreign Languages and Area Studies*. With extensive resources devoted to language teaching and research, the University of Maryland is a national leader in language education. The university hosts the largest and most integrated community of language scientists in North America, including 200-plus faculty, researchers, and graduate students. Two notable initiatives are the *Center for the Advanced Study of Language (CASL)* and the *National Foreign Language Center (NFLC)*. CIBER will continue to strengthen opportunities for business students and executives to take advantage of these resources.

A number of activities address each objective. All activities are described at the end of this section, grouped by objective. With each activity description, we identify how the activity meets the mandates of the statute. Figure 1 summarizes the activities by the specific objective they are designed to meet. The **Thought Leadership** activities are in the interest of all the constituencies served by CIBER. The *Emerging Markets Forum (Activity 1)* is a high profile conference designed for an external audience of professionals from business, government, think tanks, and international organizations, but draws faculty, students, and members of other educational institutions as well. The speakers, who are leaders in their field, synthesize research and best practices for the purposes of the conference. Hence it meets the purposes of the statute in multiple dimensions. In a similar vein, **Activities 2 and 3** (the *Distinguished Speaker Series*

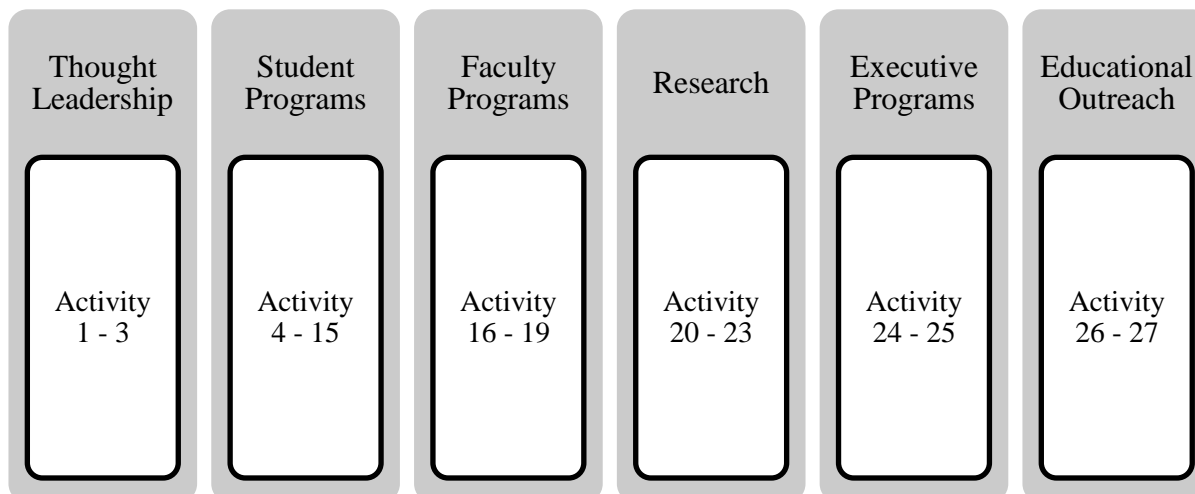


Figure 1: Smith School CIBER program objectives and corresponding activities. The objectives are derived from Sec. 611 and Sec. 612 of authorizing statute.

and the *Executive/Scholar in Residence* program) are also for the benefit of multiple constituencies and share the broad aim of enhancing the excellence of a number programs serving a variety of objectives.

The second objective, of **preparing students for global leadership**, is served by **Activity 4-14**. Sec. 611 and Sec. 612 both give importance to educational programs. We propose activities for both undergraduate and graduate students. The Smith School has a full-time and a part-time MBA program. Both programs admit students who have prior work experience though part-time MBA students tend to be further along in their careers and continue working while in the program. For meeting the purposes of the statute, they could be classified as professionals (i.e., the student programs also meet some of the business training goals of the statute). CIBER's flagship student programs are the *global consulting programs* (**Activity 8-10**) that were all launched during the last grant cycle. Business leaders have repeatedly emphasized to us that nothing prepares students for international business careers better than actual workplace experience with real overseas projects. Hence these continue to be a major focus, and we propose

to improve and expand the programs considerably. **Activity 8** is consulting for graduate students with large national and multinational corporations as clients; **Activity 9** is also for graduate students, but focuses on small and medium enterprises in an international development setting (it has been run so far in Sri Lanka in partnership with USAID and its implementing partner IESC). **Activity 10** incorporates consulting for undergraduate business students (and consequently is a somewhat more closely chaperoned experience). **Activities 4-6** are non-credit earning activities designed to sharpen international business knowledge and skills (case competitions etc.). We are particularly excited about the MBA Case Competition on emerging markets and plan to build it into a prominent national competition. **Activity 7** is a summer institute in International Business for Area Studies and Foreign Language students. **Activity 11** is an undergraduate program in South Africa incorporating service learning and internship components (in partnership with the University of Cape Town). It meets *Invitational Priority 1*, in addition to other mandates. **Activity 12** (internships and work-study programs) meets *Competitive Priority 1*, in addition to other mandates. Short-term study abroad courses (**Activity 13**) and business language instruction (**Activity 14**) complete the list of student activities. **Activity 15** is an evaluation activity, to monitor and report on progress in internationalization of the curriculum.

The third group of activities is **Faculty programs**, which serve the purposes of the statute by creating opportunities for faculty to deepen their understanding of global business. This knowledge can then be transmitted to multiple cohorts of students. Faculty programs have the potential for large impact since faculty can reach many more students than students programs. We propose two faculty development activities – first, a new faculty study trip we will lead to China and Brazil in alternate years, with a focus on *Emerging Markets Finance* (**Activity 17**). Second, we have a fund that can be used to allow faculty to attend study trips offered by

other CIBERs (**Activity 18**) – faculty from community colleges and MSI would be eligible (and actively encouraged) to apply for these trips. Appropriate design elements are used to incentivize faculty to take initiative for “the teaching of improved techniques, strategies, and methodologies in the context of a global economy.” **Activity 16** consists of grants to support teaching innovations that use technology to (1) create global experiences for students, and/or (2) facilitate collaborations between educational institutions (or between educational institutions and companies). Examples would be classroom to classroom linkages and the introduction of global components in blended courses (and MOOCs) taught by Smith faculty. We plan to study what the successful innovations are, since these can be disseminated. Finally, we will sponsor and provide support to School of Language faculty to attend the Business Language Conference.

Research is mentioned prominently in the statute (Sec. 612(a)(1)), with further direction provided in mandatory activity E and F. We have a strong **research program**. This includes grants for doctoral and faculty research (**Activity 20** and **21**). In the case of faculty research, grants will be closely tied to statute goals. We will promote multi- and interdisciplinary research, with applicants being encouraged to submit joint proposals with faculty from other disciplines, such as STEM fields, and in collaboration with companies where such research promotes competitiveness or export potential. The funding criteria would be closely aligned with the statute (specifically mandate F). In addition, we propose two research initiatives – **Activity 22**, on institutions, infrastructure and competitiveness (aligned with mandate F), and **Activity 23**, which would produce an edited volume on emerging markets (aligned with mandate E).

There are two programs listed under the objective of **building critical knowledge and skills of executives**. These include language programs at Smith School campuses in downtown Washington, D.C. and Baltimore (**Activity 25**), and a program focused on competitiveness and

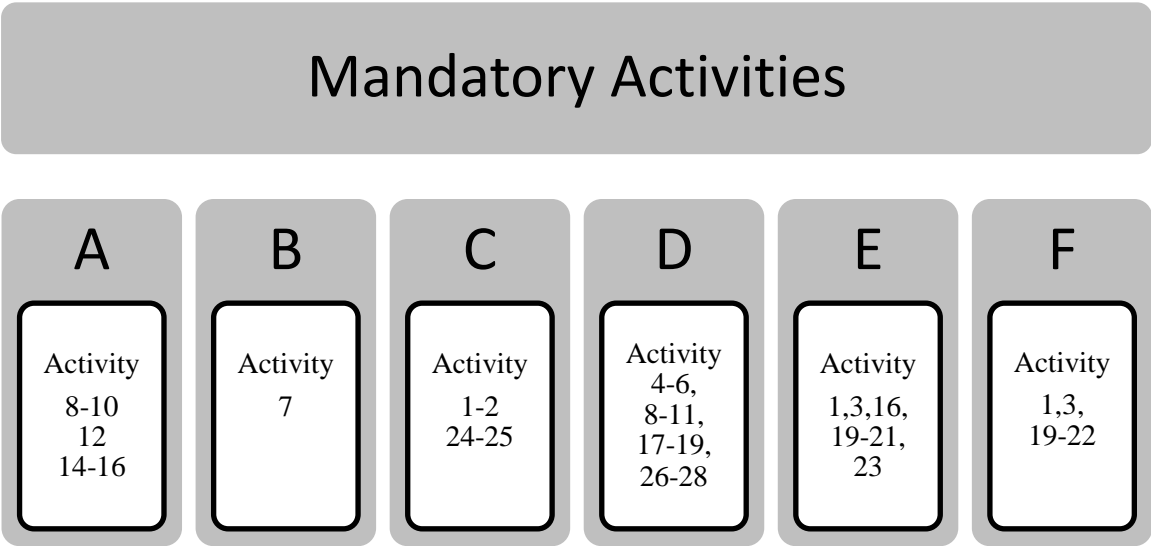


Figure 2: Mandatory activities (A-F) of the authorizing statute.

export promotion (**Activity 24**). The latter consists of seminars on priorities of the State of Maryland and is organized with support from the State’s Department of Business and Economic Development (DBED). The programs satisfy the purposes of Sec. 611 and 612, and mandate C.

The final objective is **collaboration with other educational institutions** to share expertise in internationalization (as per Sec. 612 (a)(3) SPECIAL RULE). The Smith School CIBER has been a longstanding supporter of **Activity 27**, the *Globalizing MSIs* program, which is primarily for faculty development. While continuing membership in this consortium, we are now proposing a *major new program (Activity 26)* for faculty from HSIs (and have enlisted the support of HACU, whose member institutions in the U.S. are home to more than two-thirds of all Hispanic college students). A letter of support from the COO of HACU is attached. In Figure 2, the activities are grouped by the statute mandates. As will be apparent, there are activities corresponding to *all* the mandates. In the supporting material, we have included tables that identify – for each activity – all of the mandates that it satisfies.

Proposed Activities for 2014-2018

Enhance CIBER's Thought Leadership in International Business

1. Emerging Markets Forum

This *Emerging Markets Forum* series was inaugurated during the last grant round in recognition of the importance that an expanding group of countries, starting with Brazil, China, and India, have assumed for the United States. This annual conference takes advantage of the Smith School's unique position near the nation's capital. Distinguished members of the academic, policy, diplomatic and business communities address this conference each year on new and timely topics. We now propose to grow this event further, both in terms of audience reach and quality. Each year, the conference will have a special theme, which could be region-focused (e.g. new frontiers in Africa) or issue-focused (e.g. innovation in emerging markets). The theme for 2015 will be around emerging markets multinationals. The Forum has an established brand name, a wide audience, and has become a signature event for the Smith School. Consequently, we have made this conference the linchpin of the newly proposed *Emerging Markets Week* – a suite of activities aimed at various constituencies of the Smith School CIBER (graduate and undergraduate students, students at area high schools, students and faculty at other institutions, and business executives). The content of the conference will be recorded and posted online for the general public. **Meets CIBER mandates C, E and F.**

2. Distinguished Speakers in International Business

CIBER will continue to invite influential writers, journalists, policy-makers, business leaders, and scholars for public lectures and panels. These events will be focused upon the themes of the current proposal – specifically, (1) the ways in which the rise of new economic powers affects

U.S. business prospects; (2) important developments in emerging markets; and (3) critical impediments to U.S. prosperity and appropriate policy responses. **Meets CIBER mandate C.**

3. International Executive/Scholar in Residence

CIBER will host one or two international practitioners or scholars for short stays at the Center each year. Selected individuals would be recognized for their sustained and distinguished achievements in business, government or academia. It is expected that these individuals would play a strong role in promoting research and teaching as it relates to their home country, and would support the Center's programs by helping to establish linkages with companies, academic institutions, and governments. **Meets CIBER mandates E and F. Permissible activity B.**

Programs for Students: Prepare Students for Global Leadership

4. MBA Case Competition: Emerging Markets Challenge

We propose to start an exciting new case competition and build it to national prominence. While emerging markets hold great potential for businesses, firms entering these markets cannot succeed by simply transplanting familiar business models, products, and services developed for markets in the West. This case competition will test the ability of participants to evaluate emerging market risks and opportunities and will challenge them to use their understanding of the business environment for developing a successful emerging market strategy. This will require an understanding of how strategies need to be adapted to existing institutions, economic models, history and culture – especially when it comes to exploiting opportunities at the “base of the pyramid”. The primary components of the activity are (1) a competition for MBA students from U.S. business schools (and, possibly, international business schools); and (2) real multinational clients facing real challenges. The competition will be held on the campus of the University of Maryland starting in 2015. **Meets CIBER mandate D.**

5. Undergraduate Global Mindset Certificate

This certificate program, open to all freshmen and sophomores, is designed to increase participation in study abroad, language programs and on-campus global activities. It aims to increase awareness and understanding of cross-cultural engagement on campus and in the region, and to equip students with global competencies needed for today's businesses. Students will earn points for participating in global events/clubs/etc. (including the student and thought-leadership activities in this proposal). Students who earn the certificate in their sophomore year will be recognized at Commencement. Some events (including an annual kick-off and a student conference) will be organized specifically for this program. **Meets CIBER mandate D.**

6. Emerging Markets: Cultural Appreciation

As part of *Emerging Markets Week*, CIBER will organize events focused on the appreciation of cultural diversity in our community and around the world. We will leverage our proximity to embassies, professional associations, government agencies, the large international student body at the university, and active student clubs to educate through entertainment. This event's focus on food, music, literature, performance art, etc. will balance out the weightier (albeit more reflective) content of the rest of the week. A different region will be highlighted each year, starting with Africa, then Latin America, Southeast & South Asia, and finally Eastern Europe. **Meets CIBER mandate D.**

7. Summer Institute in International Business for Language and Area Studies Students and Faculty

This summer institute is about the challenges and excitement of doing business internationally, and will focus on how knowledge of foreign languages and area expertise can be leveraged for meaningful careers in international business. The institute will begin with a survey of the

different functional areas of business, the different types of business jobs, and the special considerations involved in doing business internationally. Participants will be introduced to current topics, such as emerging markets, cross-border mergers and acquisitions, and outsourcing/offshoring. The institute will also include site visits to area companies and international institutions, as well as practical advice from a career coach on how language and area study students can plot a course towards a career in international business. The lead faculty for the course will also discuss ways of incorporating more business content into foreign language and area study classes with faculty from those departments. **Meets CIBER mandate**

B. Permissible Activity C.

8. *CIBER Global Consulting Program for MBA/MS Students*

When it comes to meeting the goals of the authorizing legislation, student consulting programs are among the most high value activities. A signature achievement of the last grant cycle was the development of Smith School's own global consulting program. Launched with support from the *US Department of Commerce*, the *CIBER Global Consulting Program* is a unique graduate-level course offered to MBAs and other graduate students. Teams of students from the Smith School and partner schools in other countries work together on consulting projects (thereby replicating the challenges that geographically dispersed teams face). This course asks students to apply both cross-cultural awareness and foreign language skills to produce strategic advice for companies that is focused, compelling, and actionable. In recent years, the program has sent students to work on projects with major companies (such as 3M, India's Birla Group, Thailand's Central Group, DHL, Deloitte, Conaprole, etc.) in a diverse set of countries, such as India, Chile, France, Uruguay, Tunisia and Thailand. Brazil and China will be possible additional destinations for the future. We propose to strengthen and expand the program, encouraging as many students as

possible to take advantage of this initiative. **Meets CIBER mandates A and D. Permissible activity B. Competitive Priority 1.**

9. CIBER International Development Consulting Program for MBA/MS Students

During the last grant cycle, with support from USAID and its implementing partner, IESC, the Smith School CIBER initiated a novel student consulting program in Sri Lanka. Students worked as volunteer consultants with small and medium enterprises (SMEs) in the post-conflict northern regions of Sri Lanka. Ground support and in-country expenses were covered by the USAID funded VEGA/BIZ+ program; CIBER provided travel support. The program has been especially popular with students interested in international development (from the MBA and MS programs at the Smith School, as well as the MPP program in the UMD School of Public Policy). CIBER will continue this international development focused consulting program. We will retain the current design, but will target additional countries. Conversations with USAID, IESC, and other organizations about precise destinations are ongoing. **Meets CIBER mandate A and D. Permissible activity B. Competitive Priority 1.**

10. Undergraduate Global Consulting Fellows

In the last grant round CIBER helped launch the undergraduate Global Consulting Fellows program, designed to combine specialized in-depth instruction with structured co-curricular and experiential learning opportunities. Students in this program study intercultural issues in global management and learn team research and consulting skills through two dedicated courses: Cross-Cultural Challenges in Business, and Practicum in Global Consulting. Students work in teams on behalf of a client to conduct research and develop feasible business ideas which contribute to business, social and economic development as identified by the client. We now propose to take this program to the next level by introducing two new innovations. A dedicated internship will be

established for clients who wish to follow through on recommendations of the global consulting projects, or desire follow-on work. The internship would be for academic credit (1-3 credits, up to 10 hours/week), under the direction of the client representative and the joint supervision of the Smith School's Office of Career Services and the Faculty Champion of the fellows program. As a second enhancement to the program, we plan to work with partner schools to engage their faculty and students to coordinate efforts to do joint team projects or activities. We have explored the potential for developing a student-led conference in conjunction with short- and long-term exchanges with partner schools. **Meets CIBER mandates A and D. Permissible activity B. Competitive Priority 1.**

11. Social Entrepreneurship and Innovation in the Contemporary South African Context

This new undergraduate course, to be offered starting in 2015, will provide opportunities for engagement, service learning/internship and reflection through a combination of seminars, seminar linked site visits, symposia and service learning/internship in the surrounding communities of Cape Town, South Africa. Students will reflect on their ability to interact appropriately in different cultures around the world and have the opportunity to develop trusting relationships with individuals who are different from them. We have developed a partnership with the University of Cape Town to support this course. **Meets CIBER mandate D. Permissible activity A, B, and D. Invitational Priority 1.**

12. International Internships & Work Study Program for Students

CIBER will expand the scope and number of international internships and research projects available to Smith School students. Early in the last grant cycle, CIBER helped secure internships and provided travel support to students who worked as interns in India, China, Taiwan, Thailand, Singapore, Indonesia and Germany. The program was discontinued after

funding cuts in the last cycle. We are now eager to restart this program (in light of Competitive Priority 1). The new internship program has two components. At the graduate level, we will restore funding of travel to internship destinations. At the undergraduate level, (a) CIBER will work with business associations and companies to secure internships in international business related tasks (currently we have commitments from the *Tech Council of Maryland*, a professional association in Maryland, and *CNSI*, a US company in the IT space with operations in India) and (b) consulting clients of the global consulting fellows program (see **Activity 10** above) would be offered the opportunity of having a student intern do follow up work. The internships with *CNSI* are particularly innovative – interns will be hosted at *CNSI*'s Chennai (India) offices, with consideration for employment upon return to the U.S. This is a model we will scale up with other companies during the course of the grant. **Meets CIBER mandate A. Permissible activities A and B. Addresses Competitive Priority 1.**

13. Continued Enhancements to Study Abroad Program

UMD has an extensive Study Abroad program and over the years CIBER has contributed to the expansion of study abroad offerings. Both undergraduate and MBA students have a variety of opportunities through the School's own global business courses, international learning experiences at prominent overseas partner business schools, and other study abroad programs offered by UMD's Study Abroad Office. Last year the Smith School conducted a review, and has made a concerted effort to enhance the rigor and relevance of its global courses. A new priority is ensuring that courses contain elements that have proven effective in inculcating a global mindset. CIBER proposes to support enhancements to the quality of the course (e.g. significant experiential or foreign language components). Grant funds would be used to defray costs associated with implementing improvements/enhancements. UMD would provide scholarships to

students so that study abroad opportunities are affordable for all students and widely availed of.

Meets CIBER permissible activity D.

14. Business Language Instruction

CIBER has created a fund to support language learning by students, including customized one-on-one coaching in foreign languages. A requirement for funding is that students demonstrate improved proficiency. CIBER staff will help direct students towards language classes and will match students with tutors for customized coaching if appropriate. **Meets CIBER mandate A.**

15. Continued Review and Improvements of the Curriculum

Over the last two grant cycles, the Smith School has enhanced the global components of the undergraduate and MBA curriculum in a number of ways, so as to meet the purposes of the statute. CIBER will conduct annual reviews of the curriculum, will track performance towards goals and will continue to drive program improvements. *This is primarily an evaluation activity with the focus being on collection of data for GPRA measures.* **Meets CIBER mandate A.**

Programs for Faculty: Helping Educators Bring the World into the Classroom

16. Technology-Assisted Global Experiences and Collaborations

CIBER will offer grants to support teaching innovations that use technology to (1) create global experiences for students, and/or (2) facilitate collaborations between educational institutions (or between educational institutions and companies). An example of this would be a classroom to classroom international linkage in which teams of students from two countries work together on a business simulation. With the rise in online programs (and MOOCs), another example would be of online courses that bring in compelling speakers from educational institutions, businesses, and government around the world. These examples are only suggestive – the form and content of funded projects is best left to the creativity of faculty. **Meets CIBER mandates A and E.**

17. Professional Development in International Business (China / Brazil): Focus on Emerging Markets Finance

CIBER will offer a new professional/faculty development study trip with a focus on emerging markets finance. The destinations will be China (2015, 2017) and Brazil (2016, 2018). The overseas portion of the trip will include visits with financial institutions and companies in sectors that are important to international investors. The program will include lectures from experts on the history of the country's financial system and important country-level trends at both the micro and macro level. The range of topics could include: Role of the IMF and the IFC in financing emerging market development and managing financial crises, Sovereign Risk and Ratings, Valuation and Mergers and Acquisitions, Equity Markets and Mutual Funds, Microfinance, Key Sectors, etc. The China trip destinations will be the important financial centers of Shanghai, Shenzhen and Hong Kong. The Brazil trip destinations will be Sao Paulo and Rio de Janeiro. The content will not be overly technical, and the trip is not intended solely for Finance faculty or professionals. Rather, it will give participants a clear understanding of how developments in the financial sector affect the business environment, and implications for those wishing to compete or invest in these markets. **Meets CIBER mandate D. Permissible activity E.**

18. CIBER-Sponsored Faculty Development in International Business

The Smith School CIBER will continue to support faculty participation in FDIBs offered by other CIBERs. In the past, we have supported faculty from other universities (community colleges and minority serving institutions, in particular), and propose to continue this practice. Selection is through a competition, with preference to be given to participants who will leverage the experience to produce cases or other class materials. As a condition of participation faculty are required to make a presentation about their experiences. We also have developed our own

FDIB focused on emerging markets finance (see **Activity 17**). **Meets CIBER mandate D.**
Permissible activity E.

19. CIBER Business Language Conference

CIBER will continue to co-sponsor the annual CIBER Business Language Conference, which provides an opportunity for teachers, researchers, and business leaders to advance business language education. **Meets CIBER mandates D, E and F.**

Research Program: Supporting Top Quality Research on Topics of Vital National Interest

20. Ph.D. Student Research Grants

CIBER will support doctoral student research on international topics. One research award will be made each year. CIBER's proposal solicitation emphasizes that priority is given to research proposals that meet the CIBER mission of contributing to the *internationalization* of business disciplines, and the *global competitiveness* of U.S. businesses. The costs of travel and data acquisition sometimes deter graduate students from picking international topics for their dissertation. By lowering the cost of international research, these grants enable research that would otherwise not have been done. Those drawn into the international field then continue this work over the most productive years of their career. **Meets CIBER mandate E and F.**

21. Faculty Grants to Fund Research on Topics of Vital National Interest

CIBER's experience with research grants has been very positive (previous awardees have gone on to publish papers in top peer-reviewed journals). We propose to support faculty research on international topics that meet the Congressionally-mandated CIBER mission. Two research awards will be made each year. To promote multi- and interdisciplinary research, applicants will be encouraged to submit joint proposals with faculty from other disciplines, such as STEM fields, economics, psychology, area studies, and foreign languages. Faculty will be encouraged

to apply for funding for research collaborations with companies where the research is likely to enhance competitiveness or improve export potential. **Meets CIBER mandates E and F.**

22. Research Initiative: Institutions, Infrastructure, and Economic Growth

Multiple studies have demonstrated the social value of infrastructure investment, which contributes directly to productivity and economic growth as well as improved outcomes in key areas such as energy efficiency, public health, and economic competitiveness. Emerging-market countries—in which existing physical and digital infrastructure facilities are often inadequate to meet even current needs—stand to benefit greatly from such investment, but governments in these countries typically lack the necessary financial resources. In theory, domestic and foreign private investors from such countries as the United States might step in to fill the gap, but they are often deterred from doing so by institutional deficiencies such as weak rule of law, unstable political and regulatory institutions, and endemic corruption. Survey-based measures such as the World Bank’s *Ease of Doing Business* index illustrate the consequences of these deficiencies, but they do less to illuminate the deficiencies themselves and the opportunities these represent for entrepreneurial private- and public-sector actors. We propose to fill this gap by developing a set of indices measuring the quality of existing institutions and infrastructure. The first step in the construction of the indices would be to conduct a comprehensive review of existing research on institutions and infrastructure, which would be organized by criteria relevant for inter-country comparisons. To the extent possible, the review would attempt to draw out differences in perspectives towards institutional and infrastructural deficiencies. Following completion of the review, we would assemble a roundtable of experts (on institutions, infrastructure, and the specific countries included in the study) to critique the findings to date and enhance them with their own informed views. This extensive research project would yield (1) a series of white

papers summarizing country-specific syntheses and (2) a separate paper with an overall comparative assessment. We plan to leverage the limited resources being expended here as foundational work for a larger grant application. **Meets CIBER mandate F.**

23. Research Initiative: Book on Emerging Markets

We propose to produce an edited volume with the same title as this CIBER project: *The Rise of New Economic Powers and America's Competitive Future*. Tentative topics include (1) emerging markets and the evolving innovation landscape; (2) women's role in business and the workforce; (3) diaspora and the global flow of business knowledge; and (4) how history, culture and informal institutions shape national business environments. Authors would be asked to address the impact of changes in focal countries on the economic future of the United States, and also to draw specific lessons for the competitiveness of American business. CIBER funds would be used to pay a small honorarium to contributors. At the end of the second year, contributors would come together in a small onsite workshop to share, discuss, and critique each other's contributions. Chapters would be finalized by the end of the third year, at which point we would begin the publication process. **Meets CIBER mandate E.**

Business Outreach

24. Global Insights Seminar Series for Executives

The State of Maryland has identified the following sectors as areas of strategic focus: clean technology and sustainability, science and healthcare, cybersecurity and information technology, and manufacturing and financial services. In each of the four years of the grant CIBER will organize seminars (on the topics listed above). Focus will be on opportunities in international markets and threats from foreign competition. This activity has the support of Maryland's

Department of Business and Economic Development, which will also help publicize the event. (See attached letter from Secy. Murray). **Meets CIBER mandate C.**

25. Executive Development: Business Language Programs

The University of Maryland's College Park campus has a variety of language learning opportunities. However, there is a major gap. The Smith School offers programs in Washington, D.C., Shady Grove, MD, and Baltimore, MD, and students at these campuses (who tend to be professionals in evening programs) have more limited opportunities. These campuses were placed in urban locations to tap in to a pool of professionals and the classes will target these professionals. CIBER will offer Business Language classes in the Smith School's Baltimore and Washington, D.C. facilities. We will begin by offering *Chinese Language for Professionals* at the Baltimore campus in 2015, and then offer Chinese, Arabic or Portuguese in the Washington, D.C. location. **Meets CIBER mandates C. Mandarin, Arabic, and Portuguese are designated as critical languages. Addresses Invitational Priority 2.**

Educational Outreach

26. Faculty Development for Hispanic Serving Institutions: UMD-HACU Partnership

In the last grant cycle, CIBER sponsored faculty from HSIs to attend a faculty development workshop. In light of the enthusiastic response from participants, we have decided to host our own faculty development workshop for HSIs, and also to scale up the activity considerably. The Hispanic Association of Colleges and Universities (HACU) – whose member institutions in the U.S. are home to more than two-thirds of all Hispanic college students – will be a partner and will help publicize the event among its members. The proposed faculty development workshop will focus on international business, international trade and international institutions. The Smith School's location in the Washington, D.C. region makes it ideally suited for hosting such an

event. The workshop would include participants from (and visits to) area institutions such as IMF, IFC, US Department of Commerce, etc. We would also include top scholars in these field, and participants from the area's top companies. There will be ample opportunity for participants to share experiences (this was identified in feedback as a highly desirable aspect of our previous sponsorship). We believe this activity will play an important role in internationalizing management education at HSIs. (*See attached letter from COO of HACU.*) **Meets CIBER mandate D; Permissible Activity E; Addresses Competitive Priority 2.**

27. Globalizing Minority Serving Institutions Program: Mentoring and Outreach for Minority-Serving Institutions

Pedagogical tools, knowledge, and experiences in international business education may be difficult to obtain for faculty at minority-serving institutions (MSIs) and community colleges. Proposed for the 2014-18 grant cycle, the Smith School CIBER, in collaboration with the acclaimed *Globalizing Minority-Serving Institutions* Program (previously referred to as 'Globalizing HBCU Business Schools Program,'), will provide one-on-one mentoring services to participating HBCU schools. The Smith School CIBER is proud to have been part of this consortium in the past two grant cycles. During 2006-2010, we were matched with Bowie State University (and helped them win a BIE grant); during the last grant we were matched with Harris-Stowe State University. Mentees in the MSI program will receive training from our faculty, international business curricula materials, and teaching methods to help their faculty incorporate international content into existing business courses and/or develop new courses. The Smith School CIBER will also provide first-hand cultural and learning experiences to GBS faculty and students through study abroad programs. We will also co-sponsor the annual faculty development workshop, *Globalizing Business Faculty Workshops* (previously hosted by University of Memphis, now to be held in Atlanta, Ga.). This annual faculty development

program typically caters to 60-75 faculty members from MSIs, and is offered in major functional courses (Accounting, Finance, Marketing, Management, Supply Chain Management, and Introduction to International Business). **Meets CIBER mandate D; Permissible activity E; Addresses Competitive Priority 2.**

Other

28. CIBERWEB

We will continue to support this one-stop shop on the web that provides information about all aspects of the CIBERs including their activities (events, publications, programs, etc.). **Meets CIBER mandate D.**

2. Significance and Magnitude of Results/Outcomes

“Ten to fifteen years from now, I think China can be eBay’s largest market on a global basis.”

- Meg Whitman, former eBay CEO, 2004.

“I know the Chinese user market and users better than Meg Whitman.”

- Jack Ma, founder of Alibaba.com, 2005.

The significance and magnitude of results of the proposed project flow, in significant measure, from the *choice of focus* on the new economic powers. The opening quotations point to the importance of local knowledge about market conditions. Greater differences in the circumstances, work culture and business practices of emerging markets means that there is an even bigger gap to bridge if US companies are to compete successfully. Underestimation of the significance of this gap is a major risk. Even though it is the case of one company, the Alibaba.com story is a parable of how deeper knowledge of markets, when combined with agility

and innovativeness, can upset the plans of even the most well-resourced incumbents. At the time of the writing of this grant proposal Chinese e-Commerce giant Alibaba.com has just signaled its intention to list in New York. The media response has been breathless – with speculation that this IPO may be the largest ever for a tech company. Estimates of the valuation of Alibaba range from \$100 billion to \$250 billion. Regardless of how the IPO turns out, the success of Alibaba has been remarkable and there can be little doubt about its long-term prospects. According to an article in *The Economist* (May 10, 2014), the value of goods sold on Alibaba platforms exceeds that of eBay and Amazon combined. Things should only get better for Alibaba – the same article estimates that China’s e-Commerce market could double by 2020.

After careful deliberation, it was our estimation that the Smith School CIBER’s greatest potential for impact would be in bridging the gap in knowledge about emerging markets. However, for the project to have significant results/outcomes, we require more than just the right focus. We also need the *right capabilities* and *adequate resources*. The activities ultimately chosen to address the priorities were designed to make maximum use of the unique capabilities present on the University of Maryland campus. The most valuable of these capabilities/resources is intellectual capital, especially on the chosen focus of emerging markets. As the subsequent section on the quality of the project personnel points out, the Smith School faculty includes some of the world’s most influential scholars on emerging markets, and our CIBER already has a record of accomplishment on this subject. In terms of resources, we have enthusiastic institutional support from the School and from the University, who have made significant commitments to the project. Our location gives us access to the unique resources of the Washington, D.C. area. Finally, we have commitments from (and a past history of working with) many national and international organizations, governmental agencies, professional associations,

and companies. Pooling of resources with partners creates new possibilities and allows each activity to be scaled up, so that the magnitude of outcomes is increased.

An important reason why the magnitude of results and outcomes are expected to be significant is that activities have been *designed for maximum impact*. Important guiding principles in the design of activities are: (1) Resources should be devoted to creating new capabilities and enabling new activities that would otherwise not take place; (2) Each activity plan should build in the requisite flexibility to learn from experience and use evaluation data to optimize performance; (3) CIBER should form strategic partnerships and leverage/pool resources; (4) The portfolio of activities should strike a balance between the breadth and depth of international experience (allowing participants to self-select into the activity appropriate for them); and (5) each activity should be adequately resourced. From past experience, we have learned that it is better to do fewer things well and at scale than to do many things that are not adequately resourced. We avoid “symbolic participation” in activities, whereby CIBER commits funds to existing activities that others would have carried out anyway using their own resources.

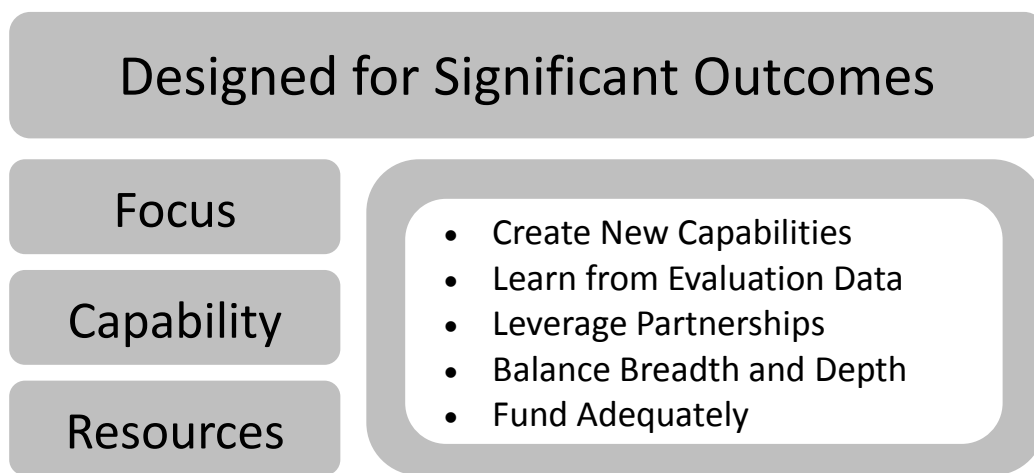


Figure 3: Resources and capabilities of the Smith School, combined with the focus on emerging markets, and guiding design principles will lead to a project with significant outcomes.

1. National Significance and Magnitude of Outcomes

The outcome of each activity is tracked using *clearly defined quantitative and qualitative targets*. Several quantitative estimates of results and outcomes are presented with *Supplemental Material #8*, as part of the evaluation plan. The significance and magnitude of results/outcomes is measured by **program participation numbers**, by the **composition of participants**, by questionnaires measuring **participant satisfaction**, by measures of **program quality**, and by **long-term impact** measures. *An important point is that the most easily measured dimension of significance and magnitude – program participation – does not adequately reflect quality and depth.* At the same time, sustained impact arises primarily from quality. For instance, we might have a former program participant say: “I was at your event two years back, and it was a very meaningful experience for me” [this is an actual quote about a conference that featured, among others, former HP-Compaq CEO Carly Fiorina]. Although measurement of such impact is challenging, this is precisely the kind of response that one would hope to elicit. Several measures (listed in *Supplemental Materials #8*) are used to assess quality and long-term impact and are included in our evaluation plan. These measurements will guide the behavior of personnel involved in the programs since their own success or failure is assessed in terms of these metrics. We have aggressive goals for both participation and depth/quality measures, and the personnel and management plan in place to realize these goals.

Significance and Magnitude of Outcomes by Objective

1. Enhance CIBER’s Thought Leadership in International Business. The very formulation of this objective (and especially the aspiration of leadership) embodies the desire for significant impact. While excellence in all the activities of this proposal contribute to this goal, we will take the example of an activity specifically devoted to this objective, the *Emerging Markets Forum*

(**Activity 1**), and illustrate how we approach the task of ensuring that the results are significant. This is among the few continuing activities in the proposal and so will be illustrative of our thinking and procedures even for new activities. First the *focus* of the overall project on emerging markets (as also the fact that this is a repeating conference series) places each conference within a coherent and sustained body of work where the different activities complement one another. Second, a successful thought leadership event does not arise by chance, but requires considerable expertise and background knowledge (*capability*) to put together. For example, in an earlier conference, a panel of three CEO's, Harvard Business School's Tarun Khanna, the Director of IBM's India Research Labs, and Smith School's Anil K. Gupta all addressed the topic of innovation in emerging markets. It requires skill to direct the arc of the narrative, the leveraging of relationships to put such a stellar gathering together, and weeks if not months of planning to pull off the event, thereby expending considerable *resources*. In terms of the listed guiding principles, (1) the event is a CIBER initiative and would not have existed without our leadership; (2) past evaluation data shapes the current form of the event (e.g. the format, the precise instructions for speakers and the marketing of the event); (3) we rely on faculty, other partners, and School relationships to invite the highest quality speakers; (4) we manage the complexity of the content to ensure wide accessibility; and (5) the activity is adequately resourced in terms of program funds and staffing. We have precise attendance targets and registrations are closely tracked in the days leading up to the event. The forum is recorded and the videos are made available online for sustained impact. Post-conference press releases and stories in various publications are used to enhance CIBER's reputation for thought leadership. Evaluation data is carefully analyzed and "lessons learned" are absorbed. The biggest risk is the temptation to downgrade the quality of speakers and make the task of putting the agenda together

easier, but we have never yielded to the temptation of taking the easy route. For instance, for the Distinguished Speaker Series (**Activity 2**), our preferred format is a conversation with a faculty member (typically the CIBER Director). This requires much greater preparation on the part of the faculty member, but makes it possible to guide speakers in directions that are more relevant for the audience at hand (audiences have expressed a clear preference for this format). For **Activity 3** (scholar/executive in residence), the plan similarly is to do whatever it takes to bring *high profile* visitors to campus, and to leverage their ties to strengthen CIBER programs.

2. Prepare students for global leadership. Activities 4-15 are for the benefit of students, and are designed for impact both at the individual level, and as a portfolio. There are activities for both undergraduate and graduate students, at varying levels of depth. The most significant components of the portfolio (**Activities 8-12**) relate to *international experiential learning* (primarily internships, consulting, and work-study) – a capability developed at the Smith School by CIBER. The evidence overwhelmingly points to the fact that solving real problems in an overseas work environment is the most effective way of preparing students for international business. **Activities 8** and **9** are for graduate students, with the former focusing on major corporate clients, and the latter on SMEs in an international development setting (this program is open to students of Public Policy as well as Business). For both programs, the principle of leveraging partnerships has been critical in securing high quality projects. In the first case, we worked with overseas university partners, and in the latter case, with USAID. **Activities 10** and **11** are for undergraduate students and these retain the “real problem for a real client” flavor. **Activity 11** will be located in South Africa (in partnership with the University of Cape Town) and addresses *Invitational Priority 1*. **Activity 12** is an amalgam of multiple internship and work-study programs (for both undergraduate and MBA students) including important

components (collaborations with professional associations and businesses) designed to address *Competitive Priority 1*.

A number of student activities – e.g. short-term study abroad – aim to reach a large population, although not at the same depth as the experiential learning activities. This is an inevitable trade-off, but even here concrete steps can be taken to improve the rigor and relevance of study abroad courses (**Activity 13**). The MBA Case Competition (**Activity 4**) – the *Emerging Markets Challenge* – is designed to be a high-visibility activity bringing together students from MBA programs across the country. It will challenge students to use their understanding of how business strategies need to be adapted to existing institutions, economic models, history and culture – especially for exploiting opportunities at the “base of the pyramid”. Critical for impact, each competition will involve a real multinational client facing real challenges. We are committed to making this a “*high visibility, high impact*” activity (and have the experience with case competitions to do so).

Activity 7 is a summer institute in international business for language and area study students –we have attempted to make it relevant in a practical sense (hence increase impact) by the incorporation of a career guidance component for students. **Activity 6** is designed to raise general awareness of emerging markets and brand-awareness of CIBER in the general student population (a critical component in ensuring significant outcomes for student programs). **Activity 15** is an *evaluative activity* designed to identify needs and opportunities for improvement (adjustments in light of careful evaluation being critical for significant outcomes).

The first step towards ensuring significant outcomes for student programs is establishing high quality relationships with universities, businesses, professional associations, etc. A number

of significant relationships are already established, with many more planned. Quality assurance steps (which, for consulting projects, include proper vetting of projects, proper orientation of students and faculty advisors, and tight management of the complete project cycle) are critical for significant impact. For global courses, regular committee review of the curriculum has been institutionalized to ensure that standards of relevance and rigor are adhered to. Well-designed questionnaires also provide quality relevant actionable information.

3. Help educators bring the world into the classroom. The third set of activities supports the internationalization efforts of faculty. This includes faculty development activities, such as faculty “study abroad.” We propose to organize a significant new program with a focus on Emerging Markets Finance (**Activity 16**). Planned destinations are China and Brazil in alternate years. There is trade-off in having a specific focus (as opposed to a generic “Doing Business in ...”) which has the potential to limit interest. The advantage is that the activity would more easily provide a template for a class on the topic leading to more long-term impact in the classroom. This activity is also expected to generate interest in the professional community. In addition, we will continue to fund a small number of faculty (our own, *as well as those from MSI and Community Colleges*) to participate in such study trips organized by other CIBERs (**Activity 17**). To increase the likelihood of significant impact, the selection process requires faculty to submit a plan for how lessons from the trip will lead to changes in the classroom, and a subsequent follow-up report. An important new program aims to encourage innovations in the use of technology to facilitate global experiences and collaborations (**Activity 17**). A course currently being planned by a faculty member at the Smith School with colleagues at the American University in Sharjah involves global virtual teams that are geographically dispersed using Internet-mediated communication to collaborate. The collaboration will involve dealing

with a range of management situations (HBP Everest Simulation; HBP Negotiation Simulation, etc.), with hopes for a company project in future years. Faculty development activities have high impact when they lead to the meaningful inclusion of global content and experiences into the classroom. A change in the way a course is taught can potentially lead to changes in the global mindset of many students, over multiple cohorts.

4. Support research on topics of vital national interest. In this proposal, we have a very strong research program designed to have a significant impact on the topics identified in the statute. This includes support of Ph.D. student and faculty research on international topics. Ph.D. student research support has a high potential for impact since it can affect career choices. In our 2013-2014 evaluation an award recipient told the CIBER independent evaluator: “[The grant] was enough to sway me toward an International Finance dissertation ... Given that my dissertation topic will determine my focus over the next 10 years ... [it] will go a very long way to determining my research focus over the most productive academic period of my career.” CIBER funding for faculty research has been extremely productive when measured by standard academic criteria like publication in top journals, and so we plan to continue this program.

In addition to the above, we have two significant new research initiatives on emerging markets (**Activity 22** and **Activity 23**). CIBER has added a Research Director, Bennet Zelner, to the project personnel (and the projects will have the support of our strong faculty, e.g. Anil K. Gupta, Lemma Senbet and others). The projects themselves have been designed, first of all, with *clear deliverables and milestones*. In the first case, these will be a series of white papers, and in the second case a book on emerging markets is promised. All of the work will be commissioned, and will be written in a style such as to be accessible to a large audience of executives, students, etc. To ensure high quality, research roundtables have been included in the activity plan, and

contributors will have the opportunity to critique each other's work. The research topics themselves have been carefully vetted for significant impact.

5. Build Critical Knowledge and International Skills of Business Professionals. We focus on two activities for business professionals. The *Global Insights* series (**Activity 24**) is designed to build skills of executives in four key sectors identified by the State of Maryland. The support of the State's Department of Business and Economic Development will give us broader reach and make for more significant impact. The language program for business professionals (**Activity 25**) aims to develop language skills. For greater reach and impact, these classes will be offered in the Smith School's urban facilities in Washington, D.C. and Baltimore.

6. Collaborate with Other Educational Institutions to Share International Expertise. There are two very high impact educational outreach activities in this proposal. In partnership with the Hispanic Association of Colleges and Universities (HACU) we will be offering a faculty development workshop in Washington, D.C. (**Activity 26**). Since HACU's member institutions in the U.S. are home to more than two-thirds of all Hispanic college students, this partnership will provide for unparalleled reach among HSIs (*see attached letter from HACU COO*). The Washington, D.C. area is a very attractive location for this activity (with visits planned to IMF, World Bank, Department of Commerce, and embassies). The target size of the workshop is about 20 faculty members in the first year and we expect this activity to have very significant impact. In addition, our CIBER has been an active participant of the *Globalizing Minority Serving Institutions* program (**Activity 27**) and we propose to continue this commitment.

Our project balances multiple needs with an innovative set of offerings which have been designed for national significance and to have a significant and sustained impact.

2. Regional and Local Significance

The initiatives of the Smith School CIBER will have significant outcomes for the local and regional communities we serve. The initiatives listed above as having national significance also have regional and local significance. Inevitably so, since the students and business professionals served are disproportionately drawn from the region. However, some activities are designed with an explicit focus on Maryland priorities. The Global Insights Series designed to develop skills of executives focuses on identified strategic initiatives of the state of Maryland (**Activity 24**). This activity will be supported by the State's Department of Business and Economic Development (DBED). Business Language Programs (**Activity 25**) are also offered for the benefit of area executives (we propose to offer this in the Baltimore area). The Emerging Markets Forum (**Activity 1**) draws a large Washington area audience. Among educational outreach activities, the fund for faculty development (**Activity 18**) will be publicized to Maryland area community colleges and MSI. Similarly, we will publicize the faculty development workshop for HSIs (**Activity 26**) among local area educational institutions. We are engaged in the development of Maryland, and have attached letters of support from the Secy. Murray (DBED) and Gov. Martin O'Malley.

3. Quality of the Project Design

Approach to Project Design

The Smith School CIBER project was designed through a broad process of consultation with School- and University-level administrators, Smith School faculty, other academic units, the CIBER Advisory Council, and external partners. The Advisory Council, which includes eminent management scholars and senior executives, played an important role in the process. We also have a core group of faculty members from different Smith School departments whose work

focuses on international business. Their contributions have contributed to the quality of this proposal. Involvement of business executives ensures that all CIBER initiatives are rooted in the real world and will have the intended outcome of providing concrete results for business. Very distinguished partners have made important commitments to the project. Careful analysis of evaluation data has led to many design features that create the greatest potential for impact. Project director Kislaya Prasad consulted with advisory council members and other internal and external partners individually to discuss specific initiatives. Finally, several members of the Smith School provided feedback on drafts of the CIBER proposal before it was finalized.

The project thus formulated not only satisfies the purpose of the Authorizing Statute, but also: (a) has activities that are internally consistent, (b) builds on existing strengths of the Smith School and UMD, (c) has been vetted for relevance to the real world, and (d) has the express support of our internal and external constituencies. The end result is that the activities of the proposal constitute a coherent, internally consistent, and sustainable program. We identified three distinct sets of activities: (1) Activities (both new and continuing) that Smith CIBER can carry out with its own existing resources and capabilities. An example of this is the Emerging Markets Forum (this event generally has external sponsors, but does not need this to proceed). (2) Activities (both new and continuing) that are conducted collaboratively or require additional resources for maximum impact. For these, we identified the key collaborators, determined the additional resource needs, and obtained the required commitments (an example is the International Development Consulting program). (3) Activities we shall carry out with resources and capabilities to be developed during Years 1-4 of the next grant cycle. We developed a plan of action for these activities.

Project Design Priorities

1. Design the projects to meet the *statutory requirements* and *competitive* and *invitational priorities* of the CIBER program.
2. Design the projects to meet the six key objectives of the Smith School CIBER. Serve all our key constituencies – students, faculty, business, educational institutions, government, and nonprofits – ensuring that program benefits reach out to the widest possible constituencies.
3. Ensure that the portfolio of projects achieves balance with respect to serving the needs of the various constituencies.
4. Design the program in line with the Smith School and University of Maryland strategic plans, ensuring that interests are aligned and the project initiatives have wide support in the School and the University.
5. Leverage the extensive international resources and existing international activities of the Smith School and its external partners.
6. Build on the key teaching and research strengths of Smith School and University of Maryland faculty, centers, and programs.
7. Leverage the unique resources of National Capital Area institutions, organizations, and businesses.
8. Support Smith School departments and centers in their international and internationalization activities, including programs, curricula, research, conferences, and outreach.
9. Avoid duplication of activities that are undertaken by other organizations as part of their own missions.
10. Supplement federal funds with our own and our partners' substantial resources, and use such resources cost effectively within the UMD and State of Maryland internal control guidelines.

Some related design principles are listed in the section on significance and magnitude above – these principles create the potential for the greatest possible impact.

How Activities Constitute a Coherent, Sustained Program of Research and Development

1. Focus on Emerging Markets

For this grant proposal, we have chosen to focus on the rise of new economic powers (or, more generally, emerging and frontier markets) and the consequent implications for the U.S. The focus/theme gives coherence to the overall program. *The multiple activities become mutually reinforcing, so that the sum is greater than the parts.* Some of the activities, the *Emerging Markets Forum*, the *MBA Emerging Markets Challenge*, and the *Emerging Markets Cultural Appreciation* are planned for the same week (dubbed *Emerging Markets Week*) for the greatest synergies. The research program contains several components (**Activity 20-23**). The last two of these have an exclusive focus on emerging markets. The executive development activities will target the actionable elements of this research – and will retain a focus on emerging markets.

2. Established Strength of Smith School

This project builds on established strengths and interests of the Smith School. CIBER has been developing capacity in this area over the last grant cycle. Other Smith School Centers have a strong interest in emerging markets as well (especially the Center for Financial Policy, Center for Social Value Creation, and Center for Health Information and Decision Systems), which has been the basis for a number of fruitful collaborations in the past. Our proximity to international development organizations, such as the World Bank, means that a number of faculty members have ongoing projects with these organizations, which tend to be in emerging markets. We have some of the world's leading scholars on emerging markets in the faculty (Anil K. Gupta, Lemma Senbet, Vojislav Maksimovic, Bennet Zelner, Kislaya Prasad, to name a few), who have a

sustained program of research on emerging markets. There is already a critical mass of individuals at the Smith School who bring their extensive networks to the new CIBER project.

3. Substantial Addition to an Ongoing Line of Inquiry

The research initiatives are timely and are moreover designed to create significant output (a series of white papers in one instance, and a book in another). The recent slowing of growth in emerging markets has drawn attention to deficiencies in institutions and infrastructure. Survey-based measures such as the World Bank's *Ease of Doing Business* index illustrate the consequences of these deficiencies, but they do less to illuminate the deficiencies themselves and the opportunities these represent for entrepreneurial private- and public-sector actors. We propose to fill this gap by developing a set of indices measuring the quality of existing institutions and infrastructure (**Activity 22**). The emerging markets book project (**Activity 23**) would be timely and distinctive because of its focus on the economic future of the U.S. Faculty at the Smith School (including Dr. Prasad and Dr. Zelner) have done important work on the selected initiatives and are well-placed to lead the research.

4. Quality of the Management Plan

The goal of the CIBER organization is for all projects to be delivered at the highest quality levels in a timely and cost-effective manner. This requires that the different individuals involved with a project have clearly defined roles and responsibilities; that activities are coordinated well; that adequate planning is done; and activities are carried out at the highest levels of quality. It is also important that people be held accountable, that the outcomes of the project be objectively evaluated, and there be clear will to absorb "lessons learned". More formally, the management plan for the Smith School CIBER project has four elements: **organization structure, project**

timelines, coordination mechanisms, and control systems. *The last element, control systems, is fully covered in Section 7 (Evaluation Plan) and thus not included here.*

Organization Structure

The key project personnel, along with their authority and responsibilities (and time commitments) for the proposed CIBER, are identified below. For an organization chart, please refer to Supplemental Materials #5. All resumes are contained in Supplemental Materials #6.

Dr. Mike Ball is Senior Associate Dean of the Smith School and will have oversight responsibility for CIBER. He will be actively involved in setting strategic priorities and in the evaluation of the Smith School CIBER's performance. As a leading scholar in Operations Research, he has received millions of dollars in federal grants, and understands the commitment such funding brings. His critical scrutiny ensures that federal and UMD resources are well-spent. He will contribute 5% of his time to CIBER.

Dr. Kislaya Prasad is the **Director** of the Smith School CIBER and will devote 25% of his academic year time (and 50% of his summer time) to the project. Dr. Prasad is a highly respected economist who managed the previous CIBER grant. He has responsibility for the overall management of the CIBER project, including programs, staffing, resource development, finances, and evaluation.

Dr. Bennet Zelner will be the **Research Director** of the Smith School CIBER and will devote 12.5% of the summer to this project. In collaboration with Dr. Prasad, he will administer the Research Program.

Ms. Rebecca Bellinger is the **Director of the Office of Global Initiatives** and is currently fulfilling the role of the CIBER Associate Director. If we are successful in getting the

grant, we will hire a full-time **Assistant Director** for CIBER. Ms. Bellinger will continue to have oversight of all student programs and will then devote 20% of her time to CIBER. She will serve the critical role of relationship development and management with overseas partners. The CIBER **Assistant Director** will have primary responsibility for the implementation of faculty development, language, and outreach activities; will manage accounts and budgets; and will work with relevant Smith School units (such as the Business Office, Events, and Marketing Communications) to coordinate the operational side of all CIBER activities. In addition, CIBER has a **Program Coordinator** (100%) who, under the new organization, will have primary responsibility for managing student programs, international consulting and internships, etc. The coordinator will also assist with CIBER event logistics. Additionally, three staff members of the Office of Global Initiatives will be making significant contributions to the project.

Project Timelines and Milestones

The CIBER planning for each year begins in the summer, when the **Advisory Council meeting** is held. A strategic review of the past year is conducted, and we discuss plans for the forthcoming year. Any feedback is incorporated, and a detailed **work plan** for the year is prepared by the end of August. This includes the full project cycle in that year, from the initial planning meeting to evaluation. The work plan is presented to the Senior Associate Dean for review. The activity timelines are included in Supplemental Materials #5. The work plan will include exact dates, details related to staffing, and the most up to date estimates of finances. The **detailed timeline** specifies target dates for all activities, and we assign **individual responsibilities**. We monitor whether milestones are met, and finally conclude the **evaluation** phase for the activity in question. At the end of the year, the Independent External Evaluator

studies all the evaluation data and produces an evaluation report for the overall project. (*Please see Supplemental Materials #8*).

Coordination Mechanisms

Coordination mechanisms are designed to *integrate* the work of different units and organizations working on CIBER projects within and outside UMD – to ensure a coherent program aimed at accomplishing project objectives efficiently and effectively. The key coordination mechanisms to be used for the CIBER project are presented below.

1. Advisory Council: The CIBER Advisory Council will meet at least once each year to review project accomplishments and see whether they are aligned with the interests of the different constituencies represented on the Council. They will also advise the project team on management issues and assist in obtaining access to key external stakeholders.

2. Weekly CIBER Meetings: Weekly meetings of the CIBER organization ensure that work on the annual work plan is progressing satisfactorily. Each staff member is required to prepare a 90 day individual work plan, which is updated monthly. Each individual's progress is reviewed.

3. Activity Team Meetings: Each activity (e.g. *Emerging Markets Forum*) will have its own team meetings, with an activity-specific calendar. The team would typically include individuals from the Events and Marketing Communications staff, participating faculty members, and student club office holders. Evaluation is an integral part of the team's activity.

5. Quality of Project Personnel

The CIBER organization is of high quality and extremely effective. It will continue to be led by Dr. Kislaya Prasad. As a result of the growth in international activities, a much larger team will

now support CIBER. Following the CIBER external evaluator's report in 2011, some functions were combined with those of the Smith School's Office of Global Initiatives. CIBER will also be adding a Research Director because of a stronger focus on Research in the current proposal.

(a) Project Director

Kislaya Prasad is currently the Director of the Smith School CIBER. In this role he has responsibility for the overall management of CIBER, including project management and evaluation, staffing, resource development and finances. Dr. Prasad is also Research Professor in the Logistics, Business and Public Policy department at the Smith School. He is a Guest Scholar in the Economic Studies program at The Brookings Institution and so is well-connected in the policy world. He is also an External Scientist at the Center of Advanced Modeling of John's Hopkins Medicine. Previous positions include Professor of Economics at Florida State University, and Research Officer at the University of Cambridge.

Dr. Prasad's research has been funded by grants from the National Science Foundation and published in leading economic journals such as the *Journal of Law and Economics*, *Journal of Monetary Economics*, *Journal of Mathematical Economics*, *International Journal of Game Theory*, and *Journal of Economic Dynamics and Control*. Dr. Prasad's is an expert on international competitiveness and is currently advising the Asian Development Bank's Office of Regional Economic Integration on how infrastructure investments in Asia can enhance regional competitiveness.

(b) Other Key Project Personnel

Research Director

Bennet A. Zelner will direct the research programs of this proposal. Dr. Zelner is Associate Professor of Logistics, Business & Public Policy at the Smith School, and a leading International

Business scholar. His research has been published in such journals as *Administrative Science Quarterly*, *Strategic Management Journal*, *Academy of Management Review*, *American Sociological Review* and *Harvard Business Review*.

Director of Office of Global Initiatives (Fulfilling the role of Associate Director, CIBER)

Rebecca Bellinger has over a decade of experience leading international strategy, programs, and partnership development in higher education. She served previously as University Director of International Programs and Services at Pace University in New York City where she oversaw study abroad, international student and scholar services, national scholarships, and bridge (English-language) programs. Prior to this, she was Director of International Programs at the School of International Service, American University, where she designed international opportunities for graduate students and developed school-wide international partnerships. Her experience in international education has also included positions with the Institute of International Education/CIES; the Congressional Youth Leadership Council; Envision, EMI; and various private schools in Eastern Europe (Czech Republic, Romania, Russia, and Serbia).

Assistant Director, CIBER

To be filled.

Program Coordinator

Chris Olson manages the CIBER budget and supports student exchange programs.

Other

Michael O. Ball is the Senior Associate Dean and Dean's Chair in Management Science at the Smith School. He also holds a joint appointment within the Institute for Systems Research (ISR) in the Clark School of Engineering. Dr. Ball is area editor for transportation for *Operations*

Research and is, or has been, associate editor for *Networks*, *IEEE Transactions on Reliability*, *Operations Research*, *Operations Research Letters*, *Transportation Science* and *IIE Transactions*. He is a member and fellow of INFORMS. Dr. Ball has oversight of all centers of excellence at the Smith School, including CIBER.

Key Advisory Board Members

Dr. Anil K. Gupta holds the Michael D. Dingman Chair in Strategy and Entrepreneurship at the Smith School. Dr. Anil K. Gupta is widely regarded as one of the world's leading experts on strategy, globalization and entrepreneurship. He is ranked by *Thinkers50* as one of the world's "most influential living management thinkers" and has been named by *The Economist* as one of the world's "superstars" in a cover story on "Innovation in Emerging Economies." Dr. Gupta's newest book *The Silk Road Rediscovered: How Indian and Chinese Companies Become Globally Stronger by Competing in Each Other's Markets* (Wiley, 2014) will be published in April 2014. His earlier books include *Getting China and India Right* and *The Quest for Global Dominance*.

Dr. Lemma W. Senbet is the William E. Mayer Chair Professor of Finance at the Smith School and the founding director of the School's Center for Financial Policy. He is an expert on capital market development in emerging markets. He has served as an independent director for The Fortis Funds and currently is an independent director for The Hartford Funds. He has also served on over a dozen editorial boards, including the *Journal of Finance*, *Financial Management*, *Journal of Financial and Quantitative Analysis*, served as executive editor of *Financial Management*, and Editor (Finance), *JIBS*. Currently on leave, Dr. Senbet is serving as the Executive Director of African Economic Research Consortium in Nairobi, Kenya.

Independent External Evaluator

Dr. Leigh Shamblin has served as a CIBER evaluator for programs at four universities since 2008 and is also currently the Director of the Master of Global Innovation Management program at North Carolina State University. She is currently the Independent External Evaluator for CIBER and has agreed to continue in this role if funding is renewed.

(c) Employment of Persons from Under-represented Groups

The University of Maryland, College Park, actively subscribes to a policy of equal employment opportunity, and will not discriminate on the basis of race, age, gender, color, sexual orientation, physical or mental disability, religion, national origin, or political affiliation. Women and minority candidates are especially encouraged to apply. See GEPA statement for further details.

6. Adequacy of Resources

(a) Describe the extent to which the costs are reasonable in relation to the objectives, design and potential significance of the project.

How costs are reasonable: Costs for many activities, including the use of facilities and contributions of several UMD academic and administrative units, *are not included in the budget*; these are being borne entirely by the Smith School and UMD (i.e. these are above and beyond the Smith School share of costs reported in the budget). This includes the support of the Office of Smith Programs and Events, and support from the Office of Marketing Communications. Some of the other costs, including supplies and resources, are included in the budget but at low levels. We have the practice of taking advantage of discounts available from various vendors, such as early-booking travel discounts. Being present in a major metropolitan area and because of the Smith School CIBER's growing reputation, attendance at events (e.g., Emerging Markets

Forum) is large. Consequently, *per capita costs* (i.e., per unit benefit generated) are very reasonable.

Contributions by Partners: A project of this magnitude and significance cannot be undertaken with federal or UMD funds and resources alone. The Smith School CIBER project has support of several *partners*, many of whom are contributing resources in cash or in kind. This make the costs budgeted for the project most reasonable. Several partners provide *manpower* which is not being budgeted – without this we would not be able to organize such a wide set of activities. To take a specific example, for International Development Consulting Projects, USAID funds (via the VEGA/BIZ+ project) covered the on-ground expenses of student consultants. IESC staff worked with students to screen them, train them, and travel with them to Sri Lanka. Such costs are not included in the budget. For CIBER consulting projects, partner universities in other countries routinely allow use of their premises and facilities, and allocate staff to the project. The undergraduate global consulting fellows program and other projects in Thailand had support from the Royal Thai Embassy (we are in conversations for continued support). Some activities are conducted with the assistance of other centers, whose contributions are not in the budget. In light of the number and variety of activities, and accounting for their potential significance, the project is remarkably cost-effective. (See *Budget Notes, Supplemental Materials #7*)

(b) Describe the adequacy of support, including but not limited to, facilities, equipment, supplies, and other resources from the applicant organization

The Smith School is deeply committed to the success of the project. The submitted budget reflects greater than 125% cost-share (which is 25% more than is required) both to demonstrate

commitment to the CIBER program and to ensure that activities are conducted at an impactful scale. This includes significant manpower commitment to the project.

Founded in 1856, the University of Maryland today has the resources and the reach of a Top-20 public university in the United States. It is one of the nation's preeminent public research universities, with a faculty that includes three Nobel laureates, two Pulitzer Prize winners, 49 members of the national academies and scores of Fulbright scholars. The Robert H. Smith School of Business is an internationally recognized leader in management education and research. The Smith school offers a broad range of programs, certificates and degrees that are designed to prepare students and working professionals to hit the ground running in a world economy that is in flux, with technology and global competition accelerating the pace of change. Both UMD and the Smith School are ranked highly among US universities and business schools. They clearly have the resources to support a project of this magnitude, and are committing to ensure its success. *CIBER is housed in the Smith School, which provides use of facilities, equipment, most supplies, and considerable manpower support.*

Two unique resources of the Smith School that CIBER will be drawing on are:

1. The Smith School's EMBA Program in Beijing, China gives the Smith School an on-the-ground presence that is frequently leveraged in the interest of other programs.
2. The Smith School's facilities in downtown Washington, D.C., downtown Baltimore, and in Shady Grove, MD, gives CIBER great reach in multiple urban centers.

Of particular relevance to the CIBER project are the **centers** at the Smith School. These have achieved significant national recognition and are an important vehicle for the School's outreach into the external business, government and academic communities. *Centers that will contribute*

significant resources to the CIBER project are: Center for Health Information & Decision Systems (CHIDS), Center for Social Value Creation (CSVC) and Center for Financial Policy (CFP). *Supplemental Materials #4* describes the resources of UMD, the Smith School, and the centers in greater detail. Over the years, the Smith School CIBER has cultivated relationships with a large number of institutions, organizations and government agencies based in the National Capital Area. These relationships are a valuable – if intangible – resource (described in *Supplemental Materials #4*).

7. Quality of the Project Evaluation

1. Background. The Smith School CIBER has a strong evaluation plan in place and has been diligent about adhering it. The project and its individual activities undergo periodic evaluation in order to determine whether CIBER is meeting stakeholder expectations and reaching its stated goals. Assessments are used to identify any performance gaps, which are then addressed and corrected. The evaluation process can be extremely rewarding, such as when challenging targets are set and exceeded. It can also be wrenching, such as when the termination of staff becomes necessary. At the Smith School, we have seen both the highs and the lows, and are much the better for it. During the last grant cycle, we have had the good fortune of working with a highly credentialed and very capable independent external evaluator, Dr. Leigh Shamblin. Some of her most insightful recommendations to us have dealt with the very topic of evaluation. In addition, CIBER Director Dr. Prasad has had extensive experience with evaluation in both the private and public sector, in a consulting role. Constant improvements have led to a very good evaluation plan, of which we will keep key elements in place. However, we include some notable enhancements to the plan in the current proposal. These relate to (1) collection of data on

performance indicators required by the Government Performance and Results Act (CIBE GPRA measures); and (2) collection of data on measures of *long term* impact.

2. Conceptual Framework. A good evaluation system begins with clarity about goals. It would be tempting to measure success by how well the various aspects of the project are run (e.g. measures of staff efficiency, timeliness, cost-effectiveness, etc.). These are undoubtedly very important, but not sufficient for ensuring a project with significant impact. What is relevant is measuring progress towards project objectives and the purposes of the authorizing statute. In other words, *how well is CIBER achieving its overarching objectives?* The project activities are categorized by the six objectives they are designed to serve (see p. 4). Hence, one can focus on the success of the activities corresponding to each objective. The **indicators of success** or **performance measures** will differ by activity, but will broadly include: (A) the numbers of individuals affected; (B) the depth of the engagement of these individuals; (C) measures of satisfaction of individuals; and (D) perception of the activity and project within some relevant population. Measures B and C are intended to measure quality and are typically augmented with additional activity-specific quality measures. Finally, we include two *long term-measures*: (E) perception of the activity/project and (F) its impact on the individual's life and career *two years later*. These correspond roughly to performance measures in the GPRA PMF forms included in *Supplemental Materials #8*.

A good evaluation system will provide *timely and actionable intelligence* that can be used to make suitable changes in the way an activity is designed or administered. It will also indicate whether changes in the CIBER organization or its staffing are warranted. This places a high demand on the system – if an activity has room for improvement, appropriate measurements should identify what possibilities exist for this. For instance, we will not learn whether a wrong

choice of location or timing of a student activity is the reason behind insufficient enrollments if we do not ask the right questions of the right people. This requires an *a priori* specification of the likely **drivers of the performance measures** for an activity. The data collection must support testing of the **hypothesis linking drivers to success or impact**. The information gathering effort needs to be extensive, targeting not just the participants in an activity but also the broader target population (which will include non-participants). It will include data collection on indicators of success/impact of a program (e.g. measures A-F above) as well as on drivers of these measures. The drivers of success of an activity will include variables that are amenable to control (decision variables) as well as variables that are extraneous to the CIBER decision-making process. As a practical matter, such extensive data collection is not possible separately for every activity. Every activity participant is asked to fill out a survey questionnaire, and a subset of participants may be more extensively debriefed. To collect information from a broader pool of individuals, we currently conduct an annual **global needs assessment** exercise, where a comprehensive group of individuals is asked a range of questions (such as world areas of interest, interest in a range of programming options, preferred timing and location, etc.). We consequently have very detailed information on global interests, needs, and behaviors of the various student populations and faculty at the Smith School. For individuals who are not part of the Smith School, we have data only for program participants. We will now attempt to expand the needs assessment exercise for these populations as well (relying on necessarily imperfect sampling strategies). The other new elements of the evaluation system refer to **long-term impact**. *LinkedIn* and similar social networking sites make it feasible to reach out to program participants two years after the end of the activity. We will be sending questionnaires to assess perceptions about the impact of the activity and the effect that participation had on careers.

In addition to the activity-specific measurements described above, there are three additional areas of measurement used for evaluation purposes at CIBER.

- **General administration:** How well is the CIBER office managing its internal processes and procedures? Is it making effective use of resources (including effective budget formulation, project execution, and cost management)? A central element of general administration consists of the **performance review and development** (PRD) cycle for all staff members who are part of the CIBER organization. This includes: a formal expectations setting meeting, midway feedback, and annual performance review. Staff is rated on a number of criteria, such as leadership and motivation, organization and work allocation, customer service orientation, communication skills, cooperation and team work, quality of work, etc. Where improvements are warranted, an action plan is developed and developmental activities are recommended.
- **Stakeholder satisfaction:** The external evaluator conducts interviews of a number of stakeholders (e.g. Smith School leadership and Advisory Council members), on satisfaction with CIBER performance. Combined with the activity-specific satisfaction data (whose collection was described above) we get a full picture of the extent to which stakeholders feel that CIBER is meeting their expectations.
- **Institutional effectiveness:** This is a general category intended to determine if the CIBER program is an effective and relevant presence on campus and in the surrounding community. This assessment of “performance against mission” is also done by the external evaluator.

3. Organizational Processes. Other than the reports submitted to the Department of Education, the most important evaluation activity is the **independent external evaluator’s annual review**. Prior to the review, all the activity-specific data and reports are made available to the evaluator. To the extent that the data have been used to reach conclusions, and changes have been instituted, these are communicated as well. In addition, a large list of names and contact details of program participants, staff, faculty, and School leadership is provided to the evaluator. She chooses a random subset of individuals to contact for interviews and follow-up questioning. On the basis of these she (1) reports on how well CIBER is meeting its key objectives, the extent of stakeholder satisfaction, and institutional effectiveness; and (2) makes recommendations for improvement. This review will take place annually for the duration of the grant. The review of general administration is conducted by the CIBER Director as part of the Smith School’s annual PRD review. The review of each individual’s role, performance, and contribution to the overall project creates the opportunity to address whether resources are being used effectively.

The activity-specific data collection process begins with the first planning meeting of the team charged with an activity. The evaluation results from the previous iteration of the activity are reviewed. The evaluation report will contain a narrative of “lessons learned”, and suggestions for improvement, which will factor into the design of the activity. For new activities, the team will determine what would make the activity a success. In either case, instruments to be used for evaluation of the activity are agreed upon, using principles outlined in the conceptual framework above. After the relevant instrument has been designed (or revised, if appropriate), it will be implemented and data will be collected. The data will be analyzed, and discussed critically in the post-activity review (“wrap-up”). Data summaries, analyses, and a narrative summary of the discussion will combine to form the activity evaluation report (see sample in *Supplemental*

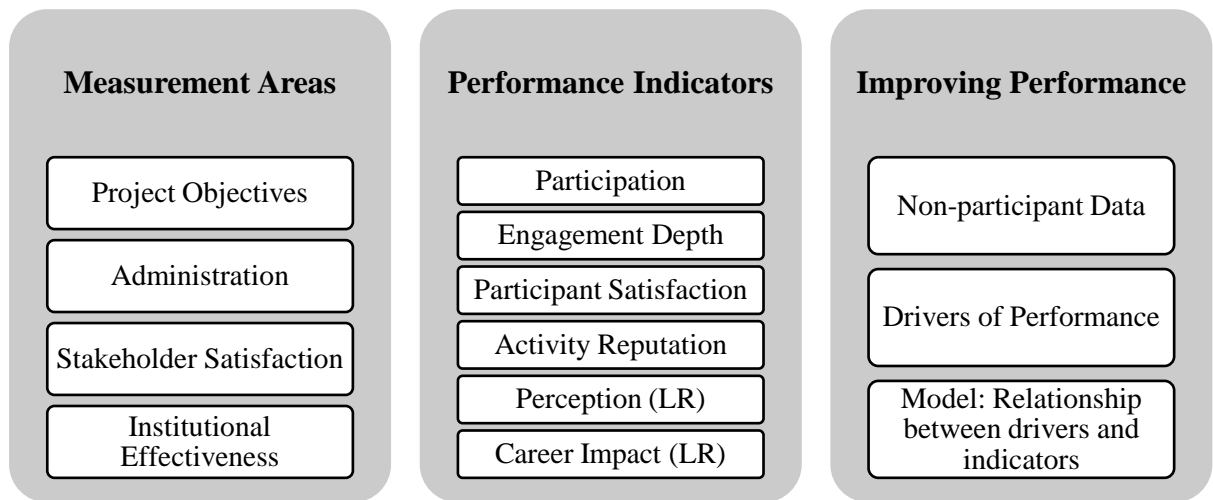


Figure 4: Elements of the Evaluation System.

Materials #8). Below two cases are used to illustrate how an activity would be evaluated based on this conceptual framework.

Case Study 1: MBA Consulting Projects

The objective in this case is to prepare students for global leadership roles. The *indicators of success* will be (a) the numbers of students participating in the program, (b) the quality of the engagement, (c) student and faculty advisor satisfaction with various components of the program, (d) perceptions of the CIBER consulting program within the MBA student and faculty population, and (e) perceptions of the effect and value of the experience two years later. The *drivers of success* include characteristics of the company and project, the extent of interaction with foreign executives and students, the length of the engagement, the extent to which use of foreign languages was required, etc. The student and faculty questionnaires will measure satisfaction with various components of the program. This information will be matched with data

on the company, the country where the project took place, and the nature of the project. Faculty advisors will rate the consulting project on pedagogical elements. *Correlations between drivers and success indicators can then guide decisions, such as future choice of projects.* In a separate annual survey of MBA students, some questions gauge perceptions of the CIBER consulting programs. The aforementioned global needs assessment exercise provides further information about preferences of the target population, allowing us to judge how better to serve the non-participant population. In the future, these measures will be augmented with long-term measures. *LinkedIn* provides an effective method of staying engaged with program participants over time. This will be used to determine if previous program participation was perceived to provide long-term value, and if it helped students in pursuing careers in international business.

Case Study 2: Emerging Markets Forum

The objective in this case is to establish CIBER's thought leadership in the global business arena. The number of participants is an important indicator of success, but we are also interested in *who* attends (e.g. composition of students vs. executives). Surveys are used to assess audience satisfaction. Additionally, we try to get an assessment of quality of the event from experts. A goal is to build the brand of the event, and awareness and sentiment about the event in the target population will be collected in the future. For sustained impact, event videos are posted online, for which number of views can be tracked. Drivers of success include the choice of theme, the quality of speakers and their presentations, accessibility of content, the location and timing of the event, the quality of the marketing effort etc. Analysis of the data can indicate what the ingredients of a quality event are, which can guide future decisions.

8. Competitive Preference Priority 1: Business Collaboration

A variety of business collaborations are undertaken. A number of internship and work study programs, at both the graduate and undergraduate level, are collected under **Activity 12**. Additionally all of our consulting programs (**Activity 8-10**) involve collaboration with businesses, and so fall within the scope of this priority. We already have an extensive network of collaborations, and have added new ones (CNSI and the *Tech Council of Maryland*; see letter of support from the Tech Council).

9. Competitive Preference Priority 2: Community College/MSI Collaboration

In partnership with the Hispanic Association of Colleges and Universities (HACU) we will be offering a new faculty development workshop in Washington, D.C. (**Activity 26**). The membership of HACU constitutes a large proportion of all HSIs, and includes several community colleges (See letter of support from HACU). The workshop will focus on including international dimensions into the curriculum. We will also be continuing our participation in the *Globalizing MSI* consortium (**Activity 27**).

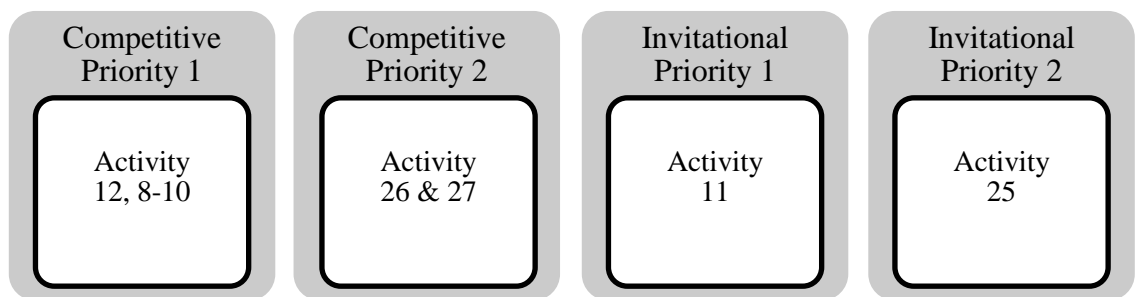


Figure 4: Invitational and Competitive Preference Priorities and corresponding activities.

Supplemental Materials #1

CIBER Advisory Council

CIBER ADVISORY COUNCIL

The current Smith School CIBER Advisory Council was formed in 2006 and did extensive planning for the initial CIBER grant that established the center. With few transitions, the Council has stayed largely intact. Since then, the group has met in the annual meetings to review Center activities and provide input. Members of the Advisory Council have, in particular, contributed to the current proposal, and lent their support (please see attached letter of support from Hughes Chairman and CEO Pradman Kaul).

Some Key Features of the Advisory Council:

- The Advisory Council has one or more members representing each of the seven specified categories in the authorizing statute.
- As a representative of the Governor of the State of Maryland, the Undersecretary of the Maryland Department of Business and Economic Development is on the Advisory Council.
- The Advisory Council has senior faculty member of the Robert H. Smith School of Business. In addition, the Senior Associate Dean of the School serves on the Advisory Council.
- Advisory Council members represent both small and large business from throughout the National Capital Area. All of these firms have international operations.
- The Advisory Council also has a representative from the World Trade Center Institute.
- The Advisory Council will meet at least once a year, with the next meeting scheduled to be held in September 2014.

The list of CIBER Advisory Council members is shown on Pages 2-4 of this document.

List of CIBER Advisory Council Members
(As of May 1, 2014)

1. Representative Administrative Departments of the Institution

Mr. Brian Darmody
Associate VP, Research & Economic Development
University of Maryland at College Park, MD 20742

2. Representatives of the Business or Management School of the Institution

Dr. Michael O. Ball
Senior Associate Dean & Dean's Chair in Management Science
Robert H. Smith School of Business, UMD

Dr. Lawrence Gordon
E&Y Alumni Professor of Managerial Accounting
Department of Accounting & Information Assurance
Robert H. Smith School of Business, UMD

Dr. Anil Gupta,
Michael D. Dingman Chair in Strategy and Entrepreneurship
Robert H. Smith School of Business, UMD

Dr. Robert Krapfel,
Associate Professor of Marketing, Marketing Department
Robert H. Smith School of Business, UMD

Dr. Kislaya Prasad (Ex Officio)
Director, CIBER
Robert H. Smith School of Business, UMD

Dr. S. Raghu Raghavan,
Professor, Decision, Operations, and Information Technology Department
Robert H. Smith School of Business, UMD

Dr. Lemma Senbet,
William E. Mayer Chair Professor of Finance, Finance Department
Robert H. Smith School of Business, UMD

3. Representatives of International Studies/Foreign Language School/Department

Dr. Saúl Sosnowski
Professor, School of Languages, Literatures, and Cultures
School of Arts and Humanities

Dr. Richard B Brecht
Executive Director
Center for Advanced Study of Language, UMD

4. Representative of Another Professional School

Dr. Darryll Pines
Dean
James Clark School of Engineering
University of Maryland

5. Representative of Local/Regional Businesses or Firms and Non-Profit Organizations

Mr. Pradman P. Kaul
Chairman and Chief Executive Officer
Hughes Network Systems, LLC
Germantown, MD 20876

Ms. Deborah Kielty
Executive Director
World Trade Center Institute
Baltimore, MD 21202

Mr. Timothy Matlack
President and Chief Executive Officer
Delta Solutions & Technologies, Inc.
Reston, VA 20190

Mr. Suresh Shenoy
Executive Vice President
IMC, Inc.
Reston, VA 20191

Mr. Jorge Urrutia
CEO & President
MSI Universal
Gaithersburg, Maryland 20877

6. Governor's Representative

Mr. Robert L. Walker
Undersecretary
Department of Business and Economic Development
Baltimore, MD 21202

7. Such other individuals as the institution of higher education deems appropriate

Dr. Janamitra Devan
Former Vice President
Financial & Private Sector Development
The World Bank / International Finance Corporation
Washington, DC 20433

Mr. Guy Pfefferman
Chairman and Chief Executive Officer
Global Business Schools Network
Washington, DC 20005

Supplemental Materials #2

CIBE Assurance Form Letters of Support

CIBE Assurance Form

Letter 1: Gov. Martin O'Malley (Governor of Maryland)

Letter 2: Secy. Dominick Murray (Department of Business & Economic Development)

Letter 3: Wallace D. Loh (President, University of Maryland)

Letter 4: John Moder (Senior VP/COO Hispanic Association of Colleges & Universities)

Letter 5: Pradman Kaul (Chairman and CEO, Hughes Network Systems)

Letter 6: Philip D. Schiff (CEO, Tech Council of Maryland)

CIBE Assurance Form

INSTRUCTIONS: Applicants are required to provide the following assurance. This assurance form must be signed by the authorized representatives of the applicant. Upload this form as item #2 in the Other Narrative Attachment Form section of the e-application.

The applicant hereby assures and certifies that:

1. In addition to conducting the extensive planning activities required under the eligibility section of the statute, the Center Advisory Council shall meet not less than once a year after the establishment of the Center to assess and advise on the programs and activities conducted by the Center;
2. There shall be ongoing collaboration in the establishment and operation of the Center by faculty of the business, management, foreign language, international studies and other professional schools or departments, as appropriate;
3. The education and training programs of the Center will be open to students concentrating in each of these respective areas, as appropriate, and that diverse perspectives will be made available to students in these programs.
4. The applicant will use the assistance provided under this program to supplement and not to supplant activities already being conducted by the applicant.

Jamila Patten, Contract Manager
Office of Research Administration

Name and Title of Authorized Representative

Signature

7/2/14

Date

STATE OF MARYLAND
OFFICE OF THE GOVERNOR



MARTIN O'MALLEY
GOVERNOR

STATE HOUSE
100 STATE CIRCLE
ANNAPOLIS, MARYLAND 21401-1925
(410) 974-3901
(TOLL FREE) 1-800-811-8336

TTY USERS CALL VIA MD RELAY

June 11, 2014

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

On behalf of the University of Maryland, I want to express my strong support for their proposal for continued funding, under Title VI Part B of the Higher Education Act, of the Center for International Business Education and Research (CIBER). The University of Maryland and Robert H. Smith School of Business are uniquely positioned to fulfill the goals of the CIBER program. The grant award would help strengthen the international presence and competitiveness of Maryland businesses and serves a vital need for the State.

Over the years, the University of Maryland and the Smith School have developed remarkable resources and programs to benefit their varied constituencies. The objectives of the CIBER proposal submitted by the Smith School and the University of Maryland are to prepare students for global leadership roles, to help educators bring the world into the classroom, to support top quality research relevant to US international competitiveness, and to build critical knowledge and international skills of executives. The Center also collaborates with other educational institutions, including minority serving institutions, to build capacity for International Business. Addressing the needs of students and faculty, and creating new learning opportunities for business, this proposed project will be of enormous value to the State, the region and the nation.

I appreciate your attention to this proposal and urge your favorable consideration. If I can be of assistance in any way, please contact me, or Dana Thompson in my Washington Office at 202-624-1430.

Sincerely,

A handwritten signature in black ink, appearing to read "Martin O'Malley".

Governor



Martin O'Malley Governor
Anthony G. Brown Lt. Governor



Dominick E. Murray Secretary
Robert L. Walker Deputy Secretary

June 5, 2014

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I want to express my strong support for the University of Maryland's proposal for continued funding, under Title VI Part B of the Higher Education Act, of the Center for International Business Education and Research (CIBER) housed at the Robert H. Smith School of Business. The University of Maryland and Robert H. Smith School of Business are uniquely positioned to fulfill the goals of the CIBER program. The grant award would also help strengthen the international presence and competitiveness of Maryland businesses and serves a vital need for the State.

Over the years, the University of Maryland and the Smith School have developed remarkable resources and programs to benefit their varied constituencies. The objectives of the CIBER proposal submitted by the Smith School and the University of Maryland are to prepare students for global leadership roles, to help educators internationalize the curriculum, to support top quality research relevant to US international competitiveness, and to build critical knowledge and international skills of executives. The Center also collaborates with other educational institutions, including minority serving institutions, to build capacity for International Business. Addressing the needs of students and faculty, and creating new learning opportunities for business, this proposed project will be of enormous value to the State, the region and the nation.

The objectives of the Smith School CIBER are aligned with those of the Maryland Department of Business and Economic Development. We also look forward to supporting CIBER in achieving its goals of business development and export promotion.

I appreciate your attention to this proposal and urge your favorable consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "D. Murray".

Dominick Murray
Secretary



UNIVERSITY OF MARYLAND

OFFICE OF THE PRESIDENT

Main Administration Building
College Park, Maryland 20742
301.405.5803 TEL 301.314.9560 FAX

June 18, 2014

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

The University of Maryland is committed to actively engaging its students, faculty and staff in the global community. The University maintains numerous partnerships that build relationships with people and institutions in other nations and that connect Maryland to the global economy. On behalf of the University, I want to express my enthusiastic support for the Robert H. Smith School of Business proposal to renew funding of its Center for International Business Education and Research (CIBER).

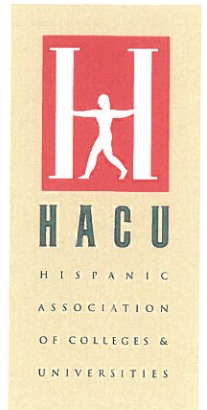
The University is committed to the success of the CIBER initiatives, which over the years have developed remarkable resources and programs that benefit students, area businesses and the community. The objectives of the CIBER proposal are to prepare students for global leadership roles, to help educators infuse global content into the classroom, to support top-quality research relevant to the nation's international competitiveness, and to develop critical international knowledge and skills for executives. The Center also collaborates with other educational institutions, including minority serving institutions, to build the capacity for international business.

The University of Maryland is both the flagship institution of higher education in the State and the highest ranked research institution in the national capital area. As such, it is optimally positioned to achieve the important goals and objectives set forth in the CIBER proposal. I greatly appreciate your consideration of the CIBER proposal.

Sincerely,

Wallace D. Loh
President

National Headquarters
8415 Datapoint Drive, Suite 400
San Antonio, Texas 78229
210-692-3805 (voice) 210-692-0823 (fax)
Web Site: www.hacu.net



June 11, 2014

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I am pleased to submit this letter in support of the University of Maryland's application to the U.S. Department of Education to renew the funding of its Center for International Business Education and Research (CIBER). CIBER has the goal of internationalizing management education and supporting the international skill requirements of U.S. businesses. The Center's specific objectives are to: prepare students for global leadership roles; help educators bring more international content into the classroom; support top quality research relevant to US international competitiveness; build critical knowledge and international skills of executives; and work with other educational institutions and help with their internationalization programs.

The Hispanic Association of Colleges and Universities (HACU) was established in 1986 with a founding membership of eighteen institutions. Today, HACU represents more than 450 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain. Although our member institutions in the U.S. represent only 10% of all higher education institutions nationwide, together they are home to more than two-thirds of all Hispanic college students. HACU is the only national educational association that represents Hispanic-Serving Institutions (HSIs).

In the last grant cycle, we had the opportunity to work with the Smith School CIBER, which sponsored faculty from HSIs to attend a faculty development workshop. If funded in the new competition, the Smith School proposes to institute its own faculty development workshop focused on international business, trade and institutions. The Smith School's location in the Washington, D.C. region makes it well suited for hosting this event. The workshop would include participants from (and visits to) area institutions such as IMF, IFC, U.S. Department of Commerce, etc. We are committed to publicizing this important event to our membership and believe it will play an important role in internationalizing management education at HSIs.

I appreciate your attention to this proposal and urge your favorable consideration.

Sincerely,

John Moder
Senior Vice President/COO



Pradman Kaul
President and CEO

June 5, 2014

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

Having been actively involved with the Smith School CIBER Advisory Board and with the Smith School for many years, I am pleased to submit this letter in support of the University of Maryland's application to the U.S. Department of Education to renew the funding of its CIBER.

The initiatives proposed in the Smith School's CIBER application are important not just for the Smith School and the University of Maryland, but also for business, and more specifically, for the Hughes Network Systems. As the world's leading provider of broadband satellite network solutions for businesses and consumers in more than 85 countries, we appreciate the importance of international understanding for our employees and for business in general. The Maryland CIBER proposes several initiatives that directly serve business interests.

Also, as the President and CEO of a large, multinational corporation that is continually expanding its international presence and operations, I can attest to the relevance and timeliness of the Smith School CIBER's proposed activities, which deal with critical competitiveness issues of national, regional and local significance. Hughes Network Systems applauds the Smith School for undertaking these tasks and will be happy to support the University of Maryland's internationalization efforts, including the CIBER project, as in the past. Please do not hesitate to contact me if you have any questions.

Very truly yours,

A handwritten signature in black ink that reads "Pradman Kaul".

Pradman Kaul



June 25, 2014

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I am pleased to submit this letter in support of the University of Maryland's application to the U.S. Department of Education to renew the funding of its Center for International Business Education and Research (CIBER). CIBER has the goal of internationalizing management education in Maryland and supporting the international skill requirements of Maryland businesses. The Center's specific objectives are to prepare students for global leadership roles, to help educators bring more international content into the classroom, to support top quality research relevant to US international competitiveness, and to build critical knowledge and international skills of executives. The initiatives proposed in the Smith School's CIBER application are important not just for the Smith School and the University of Maryland, but also for Maryland businesses in general.

One of the priorities of the grant competition is collaborations with professional associations on activities such as internships and work-study opportunities focused on international trade and export promotion. The Smith School CIBER has made a commitment to work on securing such opportunities for International Business students.

The Tech Council of Maryland is a collaborative community that builds stronger technology and life sciences communities by nurturing a healthy and vibrant environment where members can connect and prosper. Our member companies have a profound impact on the global economy by developing therapies that save lives, technologies that connect people and businesses, and devices that deliver information. We actively support STEM education so that our future leaders will be ready to take on the challenges of competing on an international level in industries that continuously transform and improve our lives. Tech Council member companies are the heart of innovation and their products and services positively affect millions of people every day around the world.

We look forward to working with the Smith School CIBER on this important initiative.

Sincerely,

A handwritten signature in black ink, appearing to read "Philip D. Schiff", is written over a light blue horizontal line.

Philip D. Schiff
Chief Executive Officer
Tech Council of Maryland

Supplemental Materials #3

Meeting the Purposes of the Authorizing Statue

1. Meeting the Statutory Purposes Identified by Congress
 - a. Table: Meeting the Statutory Purposes Identified by Congress
2. Statutory and Permissible Activities CIBER Activities in Statute
 - a. Mandatory and Permissible Activities
3. The Robert H. Smith School of Business Academic Programs
4. University of Maryland Foreign Language Programs
5. Global Business School Network

1) Meeting the Statutory Purposes Identified by Congress

The table on pages 2-3 lists all of the Smith School CIBER's proposed activities, and indicates how they each address the Statutory Purposes of CIBERs

Statutory Purposes of CIBERs (Table 1)

1. Be national resources for teaching of improved business techniques, strategies and methodologies that emphasize the international context in which business is transacted;
2. Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners;
3. Provide research and training in the international aspects of trade, commerce and other fields of study;
4. Provide training to students enrolled in the institution or combinations of institutions, in which a center is located;
5. Serve as a regional resources to businesses proximately located by offering programs and providing research designed to meet the international training needs of these businesses; and
6. Serve other faculty, students and institutions of higher education located within their region.

2) Mandatory and Permissible CIBER Activities Specified in Statute (Table 2)

The tables on pages 4-5 lists all of the Smith School CIBER's proposed activities, and indicates whether the activities are Mandatory or Permissible CIBER Activities. We follow the lettering in the statute (A-F) for mandatory and permissible activities.

Table 1: Meeting the <i>Statutory Purposes</i> Identified by Congress							
CIBER Activities		Statutory Purposes					
		SP 1	SP 2	SP 3	SP 4	SP 5	SP 6
Thought Leadership							
1	Emerging Markets Forum			✓			✓
2	Distinguished Speakers in International Business			✓			
3	International Executive/Scholar in Residence	✓		✓			
Programs for Students: Preparing Students for Global Leadership							
4	MBA Case Competition: Emerging Markets Challenge	✓					
5	Undergraduate Global Mindset Certificate	✓	✓				
6	Emerging Markets: Cultural Appreciation	✓					
7	Summer Institute in International Business	✓					
8	CIBER Global Consulting Program	✓	✓				
9	CIBER International Development Consulting Program	✓	✓				
10	Undergraduate Global Consulting Fellows	✓	✓				
11	Social Entrepreneurship and Innovation in South Africa	✓	✓				
12	International Internships & Work Study Program	✓					
13	Enhancements to Study Abroad Program	✓					
14	Business Language Instruction		✓				
15	Review and Improvements of the Curriculum	✓					
Programs for Faculty: Helping Educators Bring the World into the Classroom							
16	Technology-Assisted Global Experiences	✓					
17	PDIB on Emerging Markets Finance	✓					
18	Faculty Development in International Business						
19	CIBER Business Language Conference						

Research Programs: Supporting Top Quality Research on Topics of Vital National Interest							
20	Ph.D. Student Research Grants			✓			
21	Faculty Research Grants			✓			
22	Institutions, Infrastructure and Economic Growth			✓			
23	Book on Emerging Markets			✓			
Business Outreach: Building Critical Knowledge and International Skills of Executives							
24	Global Insights Seminar Series for Executives		✓	✓	✓		
25	Executive Development: Business Language Programs		✓	✓	✓		
Educational Outreach: Collaborating with Other Educational Institution							
26	Faculty Development for Hispanic Serving Institutions:					✓	
27	Globalizing Minority Serving Institutions Program					✓	
Other							
28	CIBERWeb	✓					

Table 2: Mandatory and Permissible CIBER Activities													
CIBER Activities		Mandatory Activities						Permissible Activities					
		A	B	C	D	E	F	A	B	C	D	E	F
Thought Leadership													
1	Emerging Markets Forum			✓		✓	✓						
2	Distinguished Speaker Series			✓									
3	Executive/Scholar in Residence					✓	✓		✓				
Programs for Students : Preparing Students for Global Leadership													
4	MBA Case Competition: Emerging Markets Challenge				✓								
5	Global Mindset Certificate				✓								
6	Emerging Markets: Cultural Appreciation				✓								
7	Summer Institute in International Business		✓							✓			
8	CIBER Global Consulting Program for MBA/MS Students	✓			✓				✓				
9	CIBER International Development Consulting Program	✓			✓				✓				
10	Undergraduate Global Consulting Fellows	✓			✓				✓				
11	Social Entrepreneurship and Innovation in South Africa				✓			✓	✓		✓		
12	International Internships & Work Study Program for Students	✓						✓	✓				
13	Improvements to Study Abroad										✓		
14	Business Language Coaching	✓											
15	Improvements of the Curriculum	✓											

Programs for Faculty : Helping Educators Bring the World into the Classroom													
16	Technology-Assisted Global Experiences and Collaborations	✓				✓							
17	PDIB on Emerging Markets Finance				✓							✓	
18	Faculty Development in International Business				✓							✓	
19	CIBER Business Language Conference				✓	✓	✓						
Research Programs: Supporting Top Quality Research on Topics of Vital National Interest													
20	Ph.D. Student Research Grants					✓	✓						
21	Faculty Research Grants					✓	✓						
22	Institutions, Infrastructure and Economic Growth						✓						
23	Research Initiative: Book on Emerging Markets					✓							
Business Outreach : Building Critical Knowledge and International Skills of Executives													
24	Global Insights Seminar Series for Executives			✓									
25	Executive Development: Business Language Programs			✓									
Educational Outreach : Collaborating with Other Educational Institution													
26	Faculty Development for Hispanic Serving Institutions				✓							✓	
27	Globalizing Minority Serving Institutions Program				✓							✓	
Other													
28	CIBERWeb					✓							

3) The Robert H. Smith School of Business Academic Programs

Undergraduate Program: <http://www.rhsmith.umd.edu/programs/undergraduate-programs>

Majors: (1) Accounting; (2) Finance; (3) Management; (4) Information Systems; (5) International Business; (6) Supply Chain Management; (7) Marketing; (8) Operations Management.

Minors: (1) Business Analytics; (2) Management.

Special Programs:

1. Business Honors
2. College Park Scholars (CPS) - Business, Society and the Economy (BSE)
3. Freshmen Fellows
4. Quality Enhancement Systems and Teams (QUEST)
5. Sophomore Global Mindset Consulting

Fellows Programs:

1. Accounting Teaching Scholars
2. Banking and Private Wealth Management
3. Business Analytics Fellows
4. Business Law Fellows
5. Design and Innovation in Marketing Fellows
6. Emerging CFOs
7. Entrepreneurship Fellows
8. Global Fellows
9. Junior Wall Street Fellows
10. Lemma Senbet Fund
11. Private Equity and Venture Capital Clinic Fellows
12. Quantitative Finance Fellows
13. Smith Technology Fellows
14. Social Innovation Fellows
15. Sophomore Wall Street Fellows
16. Sport Management Fellows
17. Supply Chain Management Fellows
18. Technology and Business Transformation Fellows

Global Learning:

Short-term Programs:

- **Undergraduate Courses:** <http://www.rhsmith.umd.edu/programs/undergraduate-programs/academics/global-learning/short-term-programs/undergraduate-courses>
- **External Programs:** <http://www.rhsmith.umd.edu/programs/undergraduate-programs/academics/global-learning/short-term-programs/external-programs>
 1. University of Maryland Short-Term Programs: These 3- to 6-credit programs focus on a variety of topics and generally count as University electives.
 2. University Study Abroad Consortium (USAC) Programs: The University of Maryland is a member of USAC which offers a number of summer programs for undergraduate students ranging from 4 to 10 weeks.
 3. Direct Enroll Programs: Students may wish to enroll directly in a short-term program at one of our partner institutions.
 4. External Program Providers: A few recommended program providers: Study Australia, Cultural Experiences Abroad, Council on International Education Exchange, IES Abroad.

Semester Programs: <http://www.rhsmith.umd.edu/programs/undergraduate-programs/academics/global-learning/semester-programs>

Summer Programs: <http://www.rhsmith.umd.edu/programs/undergraduate-programs/academics/global-learning/summer-programs>

Graduate Programs

1. Full-time MBA Program

Core Courses: <http://www.rhsmith.umd.edu/programs/full-time-mba/academics/core-courses>

- BUSI 683: The Global Economic Environment

Elective Courses: <http://www.rhsmith.umd.edu/programs/full-time-mba/academics/elective-courses>

Global Business and Knowledge Management Electives:	Environment of International Business (BUSI 761) Global Business and Knowledge Management (BUSI 762) Management of Technology (offered by the Decision and Information Technologies faculty) (BUSI 790) International Marketing (BUMK 753) International Financial Management (BUFN 724) International Accounting (BUAC 715)
International Business Electives:	Competing in Global High Technology Industries (BULM 758) Environment of International Business (BUSI 761) Global Business and Knowledge Management (BUSI 762) International Accounting (BUAC 715) International Financial Management (BUFN 724) International Logistics and Transportation (BULM 733) International Marketing (BUMK 753) Global Strategy (BUMO 754) Organizational Behavior: A Multi-cultural Perspective (BUMO 722)
Management Consulting Electives:	Global Strategy (BUMO 754)
Management of Technology Electives:	Competing in Global High Technology Industries (BULM 758)
Accounting Electives:	International Accounting: A Managerial Perspective (BUAC 715)
Finance and Financial Engineering Electives:	International Financial Management (BUFN 724)
Marketing Electives:	International Marketing (BUMK 753)
Supply Chain/Logistics Electives:	International Logistics and Transportation Management (BULM 733) Environment of International Business (BUSI 761)

EXPERIENTIAL LEARNING

Real-World Learning Opportunities

1. Mayer Fund
2. New Markets Venture Fund
3. The Dingman Center for Entrepreneurship
4. Netcentricity Laboratories

GLOBAL OPPORTUNITIES

To prepare you to do business in today's global economy, the Smith School's international study programs provide a first-hand look at business operations around the world.

Adventure Challenge: China

Think Amazing Race meets venture creation. Each year the Dingman Center for Entrepreneurship takes MBA students on an eight-day China experience where they travel from Hong Kong to Beijing. Along the way, students earn points as we visit Chinese startups, multinational corporations, venture capital firms and cultural sites like the Great Wall and the Forbidden City. The challenge culminates with a final competition at Peking University's Guanghua School of Management. Students compete for cash prizes alongside peers from Smith, Guanghua and other Chinese business schools, and Technion-Israel Institute of Technology.

Center for International Business Education and Research (CIBER)

In 2006, the Smith School was awarded a four-year, \$1.4 million U.S. Department of Education grant to fund a Center for International Business Education and Research (CIBER). One of 33 CIBERs at U.S. business schools, the center's mission is to foster international expertise among students, faculty and the business community. CIBER offers numerous programs for students (e.g. global consulting), business professionals (e.g. workshops and conferences), and faculty (e.g. faculty development in International Business). Visit the CIBER website (www.rhsmith.umd.edu/CIBER) to find out more.

Global Study Courses

Smith's 10-day study abroad programs provide MBA candidates opportunities to meet with executives, visit multinational organizations, and enjoy cultural and social events while earning academic credit. Past courses have covered alternative fuels in Brazil, agricultural exports in Chile and the emerging stock exchanges in India and China. Smith students have participated in courses in India, China, Dubai/Tunisia, France, the Czech Republic, Spain, Chile, Brazil, and Argentina.

The Global Exchange Program

For an in-depth international experience, consider spending a semester abroad at select business schools in Australia, Europe or Asia.

SMITH EXPERIENCE

The Smith Experience has five different focus areas – consulting, global, social value creation, investing, and entrepreneurship. The projects will give you hands-on experience with businesses and organizations nearby in the diverse Washington, D.C., metro area and also with partners around the world that you can point to when an interviewer asks you to describe your leadership, teamwork, analysis, and communication skills. For Smith students, the D.C. metro area is a dynamic mecca of economic and social resources, offering abundant opportunities for connections on all levels – business, personal and humanitarian.

1. Consulting <ul style="list-style-type: none">• CIBER Consulting Projects• CIBER Global Business Projects• MBA Consulting Practicum• Designing and Implementing Digital Strategies for Businesses
2. Global <ul style="list-style-type: none">• Global Study Abroad Courses• CIBER Consulting Projects• CIBER Global Business Projects• AdVENTURE Challenge: China
3. Social Value Creation <ul style="list-style-type: none">• Social Venture Consulting Practicum• MBA Consulting Practicum• Sustainable Systems Practicum
4. Investing <ul style="list-style-type: none">• Mayer Fund• New Markets Venture Fund
5. Entrepreneurship <ul style="list-style-type: none">• AdVENTURE Challenge: China• Venture Practicum• New Markets Venture Fund

2. Part-time MBA Program - Weekend and Evening

Professionals in the Washington, D.C. and Baltimore metropolitan region who want the flexibility to continue working and networking while advancing their career will find an inspired solution in the part-time MBA program at the Robert H. Smith School of Business at the University of Maryland. Our three-year, part-time MBA program is offered year round, with evening classes at sites in Baltimore, Shady Grove and D.C., and weekend classes in D.C. Roughly 900 students are enrolled in the program, or 300 per class, creating an engaged network that connects working professionals to one another in a region driven by the interplay of government, corporate and global power.

3. Executive MBA

Professionals who want to succeed in the global economy need more than an impressive resume and years of on-the-job experience. To thrive in today's highly competitive marketplace, business leaders need the knowledge, skills and determination to continually learn and grow. Our 19-month Executive MBA program is designed for executives with eight to 10+ years of professional experience, and at least three years of management experience. In a global marketplace driven by sweeping social and economic forces, and by rapid and continual advances in technology, the Smith School of Business is preparing smart, savvy business leaders who can handle change, think on their feet, work collaboratively, and improve the markets and communities they serve.

4. The Smith Online MBA

Immersive and experientially driven, the online MBA program from the University of Maryland's Robert H. Smith School of Business offers a transformative learning experience dedicated to developing highly skilled business leaders and entrepreneurs. We welcome ambitious, highly motivated professionals who seek a rigorous academic program taught by our top-ranked faculty. The online MBA program at the Smith School of Business offers the same academic rigor and top faculty as the Smith campus-based programs with the added flexibility and convenience of remote learning. This advanced business degree was created to develop highly skilled leaders and entrepreneurs who embody the business intelligence and practical management skills needed to thrive in our ever changing global economy.

5. Executive Education

6. Master's Degree

- a) Master of Science in Business: Accounting
- b) Master of Finance
- c) Master of Science in Business: Information Systems
- d) Master of Science in Business: Marketing Analytics
- e) Master of Science in Business: Supply Chain Management

7. PhD. Programs

In an international economy driven by accelerating change, the business world needs cutting-edge scholarship that probes the complexity of the marketplace and gives practitioners,

policymakers and thinkers evidence-based tools and strategies to transform our models for managing, leading, innovating and succeeding. Bucking a national trend, with many business schools actually downsizing their doctoral programs, the Robert H. Smith School of Business has embarked on an ambitious multi-million dollar effort to provide one of the premier doctoral programs in the U.S.

The Robert H. Smith School of Business offers the Ph.D. in Business and Administration with 8 areas of concentration:

- Accounting and Information Assurance
- Finance
- Information Systems
- Operations Management/Management Science
- Marketing
- Organizational Behavior/Human Resource Management
- Strategic Management
- Supply Chain Management

The curriculum is designed to ensure students exposure to, and training in, high quality research, research methods and requisite knowledge. This is a full-time, research intensive doctoral program and takes 4-5 years to complete.

8. Dual Degrees

- a) MBA/JD Degree (Juris Doctor): Linking legal and business skills
- b) MBA/MS Degree (Master of Science in Business Administration: Finance, Accounting, Information Systems, or Supply Chain Management): Integrating specialized research skills with general management
- c) MBA/MPP Degree (Master of Public Policy): Merging public and private sector management skills
- d) MBA/MSW Degree (Master of Social Work): Applying corporate management skills to the nonprofit sector

4) University of Maryland Foreign Language Programs

School of Languages, Literatures and Cultures (<http://slc.umd.edu/>)

The School of Languages, Literatures, and Cultures seeks to investigate and engage with the linguistic, cultural, cinematic, and literary worlds of speakers of Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Persian, Portuguese, Russian, and Spanish, as well as questions surrounding language learning itself by offering extensive courses at undergraduate, masters and doctoral levels. Its 15 units are organized into 6 Departments (East Asian Languages and Cultures; French and Italian; Germanic Studies; Middle Eastern Studies; Russian; Spanish and Portuguese) and three independent programs (Central European, Russian, and Eurasian Studies; Film Studies; and Second Language Acquisition); 2 Centers (the Center

for East Asian Studies; the Roshan Center for Persian Studies); the Language House Living-Learning Program, and the Summer Institute.

Degree Programs

Undergraduate Degrees Offered (BA) – Students may seek undergraduate degree in the following programs

- Arabic Studies
- Ceres
- Chinese
- Film Studies
- French Language and Literature
- Germanic Studies
- Italian Studies
- Japanese
- Persian Studies
- Romance Languages
- Russian Language, Literature, and Culture
- Spanish Language, Literatures, and Cultures

Undergraduate Minors Offered – Minors in the College of Arts and Humanities offer students the opportunity to pursue a structured program of study in a field outside their major. Minors allow participants to broaden their skills and interests granting them official recognition of their expertise and achievements

- Arabic
- Chinese
- Chinese Studies
- French Studies
- German, Language, Literature, and Culture
- Italian Language and Culture
- Japanese
- Korean Studies
- Persian Studies
- Portuguese Language, Literatures, and Cultures
- Russian Studies
- Spanish Language and Cultures
- Spanish Language, Business, and Cultures

Undergraduate Certificate offered

- Certificate in East Asian Studies

Graduate Degrees Offered

Master's Degree Programs – Students may seek a M.A. Degree in the following areas:

- Second Language Acquisition
- German Literature and Language
- French Language and Literature
- Spanish and Portuguese Languages and Literatures
 - MA Track in Hispanic Applied Linguistics

In addition to the Master's program there is also Certificate in Second Language Acquisition

PhD Programs - Students may seek a PhD in the following areas:

- Modern French Studies
- German Literature and Language
- Second Language Acquisition
- Spanish and Portuguese Languages and Literatures

National Foreign Language Center (<http://nflc.org/>)

The National Foreign Language Center (NFLC) is dedicated to promoting a language-competent society by developing and disseminating information that informs policy makers. As a research institute of the University of Maryland, the NFLC works to define current and future language needs of the nation and helps build capacity to meet those needs. Through research, collaborations, consultations, and projects, the staff and the fellows of the NFLC are dedicated to improving the nation's ability to understand and communicate with people around the world and to manage the unprecedented flow of information resulting from globalization.

Center for Advanced Study of Language (<http://www.casl.umd.edu/>)

Founded in 2003 as a Department of Defense university affiliated research center with a nationally recognized research staff, the University of Maryland Center for Advanced Study of Language (CASL) is the first and only national resource dedicated to addressing the language needs of the Intelligence Community (IC). CASL's vision is to be 'The premier strategic research partner to the IC on the most critical and challenging language problems, ultimately infusing language research into day-to-day job performance as well as critical leadership decisions that directly affect mission.' CASL's overarching mission is to defend and protect our country by improving our language readiness and capabilities.

The Arabic Flagship Program (<http://slc.umd.edu/flagship/arabic>)

The Language Flagship Program at UMD is a unique opportunity for students from any major to participate in an intensive language training program designed to help students achieve high levels of language proficiency and cultural competence. The Flagship program combines intensive study in the US (both academic year and summer programs), with well-articulated periods of immersion overseas in Egypt and Morocco.

Persian Flagship Program (<http://slc.umd.edu/flagship/arabic>)

As the only Persian Flagship Program in the United States, the University of Maryland's Undergraduate Persian Flagship offers a state of the art language curriculum that aims to educate global professionals with superior command of Persian and a deep understanding of the life and cultures of the Persian-speaking countries of Iran, Afghanistan and Tajikistan. The program provides students with the opportunity to attain a professional level of proficiency (ILR 3 and above) while studying their major(s) of choice at UMD.

5) Global Business School Network

GBSN is an international non-profit organization working to strengthen management education for emerging markets through a unique global network of business schools. GBSN is working to create a public-private partnership to strengthen the skills of managers in emerging markets by expanding and enhancing opportunities for management education and training in these countries.

The **Executive Board** is the premier level of membership. Member schools on the Executive Board are actively engaged in shaping the network and play an important role in achieving GBSN's mission.

School

Babson College
Kenan-Flagler Business School, University of North Carolina
MIT Sloan School of Management
Stephen M. Ross School of Business, University of Michigan
UMD's Robert H. Smith School of Business
Institut Supérieur de Management of Dakar (ISM)
Ivey Business School, Western University
Lagos Business School, Pan-African University
Mediterranean School of Business (MSB)
University of St. Gallen for Management, Economics, Law,
Social Sciences and International Affairs (HSG)

Country

United States of America
United States of America
United States of America
United States of America
United States of America
Senegal
Canada
Nigeria
Tunisia
Switzerland

The membership list of GBSN is extensive (especially for emerging markets schools). Several past opportunities have arisen because of our prominent role in this network. **A more complete discussion on linkages is in *Supplemental Materials #4*. Note, in particular:**

1. CIBER consortium for Globalizing MSIs
2. Hispanic Association of Colleges and Universities (HACU)

Supplemental Materials #4

Materials on Significance and Project Design

1. Resources and Capabilities of the University of Maryland and the Smith School
2. Centers and Conferences at the Smith School
3. Some International Assets
4. CIBER Operating Model

In the narrative section we discussed how the significance of the project stems from a choice of focus on emerging markets, the unique resources and capabilities of the Smith School (arising from location and strategic prior investments), and guiding design principles (“design for impact”). This section elaborates on aspects of these.

1. University of Maryland and the Robert H. Smith School of Business

Established in 1856, the University of Maryland is the flagship institution of the University System of Maryland and One of the nation's preeminent public research universities. It is considered a Public Ivy institution, meaning it is a public university with a quality of education comparable to those of the private Ivy League. The University of Maryland's proximity to the nation's capital has resulted in strong research partnerships with the Federal government. Many members of the faculty receive research funding and institutional support from agencies such as the National Institutes of Health, the National Aeronautics and Space Administration (NASA), the National Institute of Standards and Technology, and the Department of Homeland Security.

The University of Maryland, College Park, is a Carnegie Research-I University, Member Association of American Universities (AAU) and a founding member of the Atlantic Coast Conference athletic league. The University of Maryland, College Park, is a major public research university located on 1,250 acres of rolling land on the Baltimore-Washington, D.C. corridor. It is the largest university in the state and the largest in the Washington Metropolitan Area. As the state's flagship university, the University of Maryland educates the most talented students from Maryland and beyond. The university is consistently ranked among the nation's best public universities and was recently named one of top "green universities" in the country. The institution has a \$1.7 billion operating budget, secures \$500 million annually in external research funding and recently completed a \$1 billion dollar fundraising campaign. Also, in the past decade, our sports teams have won 14 NCAA national championships.

A global leader in research, entrepreneurship and innovation, the university is home to more than 37,000 students, 9,000 faculty and staff, and 250 academic programs. Its faculty includes three Nobel laureates, two Pulitzer Prize winners, 49 members of the national academies and scores of Fulbright scholars. Most recently, Professor John C. Mather won the 2006 Nobel Prize in Physics and Professor Thomas C. Schelling won the 2005 Nobel Prize in Economics.

The University is ranked 62nd in the 2014 U.S. News and World Report rankings of "National Universities" across the United States, and it is ranked 21st nationally among public universities. 29 undergraduate and graduate programs are ranked in the top 10 and 90 programs are in the top 25. The Academic Ranking of World Universities compiled by the Shanghai Jiao Tong University ranked Maryland as 38th in the world in 2012. The 2012-2013 Times Higher

Education World University Rankings placed Maryland 97th in the world. The 2012 QS World University Rankings placed Maryland 117th in the world. The university is recognized for its diversity, with underrepresented students comprising one-third of the student population

The Robert H. Smith School of Business at the University of Maryland, College Park is an internationally recognized leader in management and education research. As one of 12 colleges and schools at the University of Maryland in College Park, the Smith School is plugged into the business, government, nonprofit and professional networks of the Washington, D.C., metroplex. The school also has a presence at Shady Grove, Baltimore, as well as the Reagan International Building in Washington, D.C. The Smith School also offers an executive MBA program in Beijing, China.

The Smith school offers a broad range of programs, certificates and degrees that are designed to prepare working professionals to hit the ground running in a world economy that is in flux, with technology and global competition accelerating the pace of change. The programs include, an undergraduate degree, Master of Science in business degree, PhD, and full-time and part-time MBA and Executive programs. Additionally in January 2014, Smith school launched its inaugural online MBA, a 21-month program for working professionals who want the flexibility of learning and connecting online. Undergraduate and graduate degrees are offered in accounting, finance, information systems, international business, supply chain management, marketing, general business and operations management. The University of Maryland's Smith School of Business is accredited by AACSB International - The Association to Advance Collegiate Schools of Business, the premier accrediting agency for bachelors, masters and doctoral degree programs in business administration and accounting.

With its main campus located in College Park, MD, eight miles from The White House, the university is a short drive or metro ride to the nerve center of leaders and thinkers who shape national and global politics, policymaking and business. Also, its ties to the nation's capital, a hub of opportunity for networking, experiential learning, internships and jobs, have resulted in strong research partnerships with the Federal government.

A number of alumni are at the pinnacle of their profession and hold endowed chairs or professorships in their respective fields. As a result of all these resources the stature of the Smith School of Business has dramatically advanced over the last decade. A comprehensive list of the rankings is:

Undergraduate Program

- U.S.News & World Report, 2013
 - #18 Undergraduate Program
 - #8 Public Universities
 - #6 Management Information Systems

- #7 Supply Chain Management/Logistics
- #12 Entrepreneurship
- #15 Management
- #16 Marketing
- #25 Finance
- #25 International Business
- Wall Street Journal, Recruiter Survey, 2010
 - #21 Business (U.S.)
 - #7 Accounting Program (U.S.)

Graduate Programs

- Financial Times, 2014
 - #26 MBA Program (U.S.)
 - #11 PhD Program (World)
 - #5 E-business (World)
 - #9 Economics (World)
 - #24 Research (World)
 - #50 Business School (World)
- Businessweek, 2013
 - #17 Executive MBA Program (World)
- The Economist, 2013
 - #13 Executive MBA Program (U.S.)
 - #26 EMBA (World)
 - #4 Faculty
 - #8 Career Progression
 - #14 Quality of Students
 - #19 Program Quality
 - #19 Personal Development
- U.S. News & World Report, 2014
 - #22 Part-time MBA Program
 - #6 Information Systems
 - #18 Supply Chain
 - #20 Marketing
 - #22 Entrepreneurship
- Businessweek, 2012
 - #24 MBA Program (U.S.)
 - #9 Public Business School (U.S.)
 - #2 Student Satisfaction
 - #2 Teachers
 - #2 Career Services

#4 Ethics

- CEOWORLD Magazine, 2011
#21, Top Business School for Executives and Entrepreneurs (U.S.)
- Wall Street Journal, 2010
#22 EMBA Program (World)
#15 Management Skills Rank
#16 Alumni Rank

Research

- CEOWORLD Magazine, 2014
#4 "Academic excellence and business research" (World)
- Financial Times (MBA), 2013
#24 in Research (World)
- UT Dallas Top 100 Business School Research Rankings, 2013
#6 in Research (World)

Our Partners

Over the years, the Smith School and the University of Maryland have cultivated relationships with a large number of institutions, organizations, and government agencies based in the National Capital Area via joint research projects, consulting assignments, speaking assignments, and funding. Resources of many of these “partners” are also accessible to UMD students, faculty, and scholars. A partial list of such organizations:

- Federal Government Departments and Agencies (Commerce, Energy, State, Federal Reserve Board, Department of Homeland Security, Federal Trade Commission, etc.)
- International Monetary Fund; World Bank; Inter-American Development Bank
- Federal research institutions (e.g., NIH, NASA, NSF, NOAA etc.)
- Scholarly societies; trade associations; foundations
- Think tanks: American Enterprise Institute, Brookings Institution, Cato Institute, etc.
- US-foreign business councils, foreign embassies, and major corporations.

We have actively **partnered with other CIBERs** in organizing activities. We will continue to partner with other CIBERs, and will contribute to their initiatives, when interests coincide.

2. Centers and Conferences at the Smith School

At the University of Maryland's Robert H. Smith School of Business, we have created a cluster of Centers of Excellence that serve as the intersection of scholarship and the marketplace, putting breakthrough research at the service of students and companies. Each of the centers immerses the students in complex and evolving marketplaces in which success depends on critical thinking, creativity and entrepreneurship. And they help companies put cutting-edge research into practice, driving innovation, entrepreneurialism and excellence at their organizations.

Pioneering business research can prepare students to be transformational business leaders, and equip companies to transform themselves and their markets. *Centers that will contribute resources to the CIBER project are:*

Center for Health Information & Decision Systems (CHIDS): They collaborate with the industry and government to research, analyze and recommend solutions to challenges surrounding the introduction and integration of information and decision technologies into the health care system. They stand at the forefront of the health care industry with leading researchers as they work to improve care worldwide through the introduction and integration of information and decision technologies.

Dingman Center for Entrepreneurship: Dingman helps students build ventures, create experiential learning opportunities, and gain access to capital. It lets students work face-to-face with entrepreneurs and investors to experience the realities of launching a venture, develop a deep understanding of venture capital and gain entrepreneurial management skills through programs such as: Pitch Dingman, Cupid's Cup Business Competition, Dingman Jumpstart, and the China Business Plan Competition.

Center for Complexity in Business (CCB): The world's first (and only) research center specializing in the application of complex systems methods to business problems. It uses techniques from the field of complex systems to study how the adoption of new innovations spreads through networks, and how organizational performance depends on relationships among individuals in organizations.

Center for Social Value Creation (CSVC): CSVC aims to create a better world through business principles, striving to balance profits and public good. Here, students have access to the field experience, coursework, research, and career planning needed to put ideas for a better world into motion.

Center for Financial Policy (CFP): CFP provides research and education on financial policy issues for business, government and academia. It allows students to interact with leading academics and practitioners in financial policy and corporate governance as they grapple with the world's most pressing private and public financial issues.

The other Smith School Centers are:

Center for Digital Innovation, Technology and Strategy (DIGITS): They collaborate with business and government to analyze the impact of digital innovation on business functions, strategy and policy across a number of industry verticals. Understanding the factors associated with the success or failure of these new developments is the key to leveraging the power of digital technologies within organizations and markets.

Center for Excellence in Service (CES): It is a network of Smith School faculty members who create and disseminate knowledge of best practices in service marketing and management to improve service quality, service innovation and service productivity and thus stay ahead of the trends in the industry. The two most important long-term trends in the business world are the shifting of the economy from goods to service, and the rapid expansion of the information economy and electronic networks.

Center for Leadership, Innovation and Change (CLIC): CLIC produces research, programs and activities to foster effective leadership, organizational change, innovation and social.

Supply Chain Management Center (SCMC): It conducts research on emerging areas in the field of supply chain management to help companies achieve a competitive advantage and superior bottom line profitability. SMC helps students learn leading-edge business practices and technologies of the real-time supply chain, up-close and personal. A big perk of being located in the Baltimore-Washington, D.C., metro area is that it's the optimal place for on-site visits to see the global supply chain in action.

Center for the Study of Business Ethics, Regulation, and Crime (C-BERC): It is the first of its kind to formally link business with criminology in an effort to scientifically confront, assess, evaluate, and develop best practices in areas related to the center.

Conferences

In addition to the annual CIBER Conference, the following of our conferences have national-level reach and significance. The Smith School CIBER has been able to work with them to infuse more international content.

Annual Cybersecurity Forum: The Smith School's cybersecurity research is part of a wider university focus on cybersecurity issues, highlighted by the recent launch of the Maryland Cybersecurity Center. The center brings together experts from engineering and computer science with colleagues from across campus in fields such as economics, social sciences and public policy to help establish broad-based cybersecurity initiatives. The University of Maryland's Robert H. Smith School of Business and the School of Public Policy's partnered undertaking, the cybersecurity forum is intended to encourage the exchange of ideas among a small group of researchers and executives who share a common interest in issues related to financial information systems and cybersecurity.

The forum, managed by Larry Gordon, Ernst & Young Alumni Professor of Managerial Accounting, Martin Loeb, professor of accounting and information assurance and Deloitte & Touche LLP Faculty Fellow, and William Lucyshyn, director of research and senior research

scholar at the University of Maryland School of Public Policy, encourages the kind of rich interchange of ideas that can only occur when people from many academic backgrounds and industries gather.

Annual Frontiers in Service Conference: Founded in 1992 by Professor Roland Rust, the Frontiers in Service Conference is considered by many to be the world's leading annual conference on service research. The conference is global and draws attendees from 25 countries around the world. It is sponsored by INFORMS, the American Marketing Association, and the Center for Excellence in Service at the University of Maryland, and is hosted by various organizations worldwide. The conference is held outside the United States every third year. In recent years the conference has been held in Taiwan, Australia, and the Netherlands. The Frontiers in Service Conference features a unique international mix of business people and academics, and a cross-functional list of topics, including service science, service innovation, service marketing, service operations, service human resources, service information technology, e-service, service innovation, and customer relationship management. Speakers at the conference include many of the world's leading service experts, including high-ranking executives and prominent academics.

Annual Entrepreneurship Research Conference: Organized under the leadership of Professor Anil K. Gupta, this conference brings together some of the world's leading scholars in the field of entrepreneurship to share their research, ideas and thoughts on topics such as entrepreneurial cognitions and behavior, learning and entrepreneurship, entrepreneurial ecosystems, new venture business models and entrepreneurship in a global context. It is sponsored by the United States Department of Education and the Robert H. Smith School of Business.

3. Some International Assets

The Robert H. Smith School of Business at the University of Maryland, College Park is an internationally recognized leader in management and education research. The Smith School not only has an active and vibrant presence in the nation's capital but also is truly a global business school.

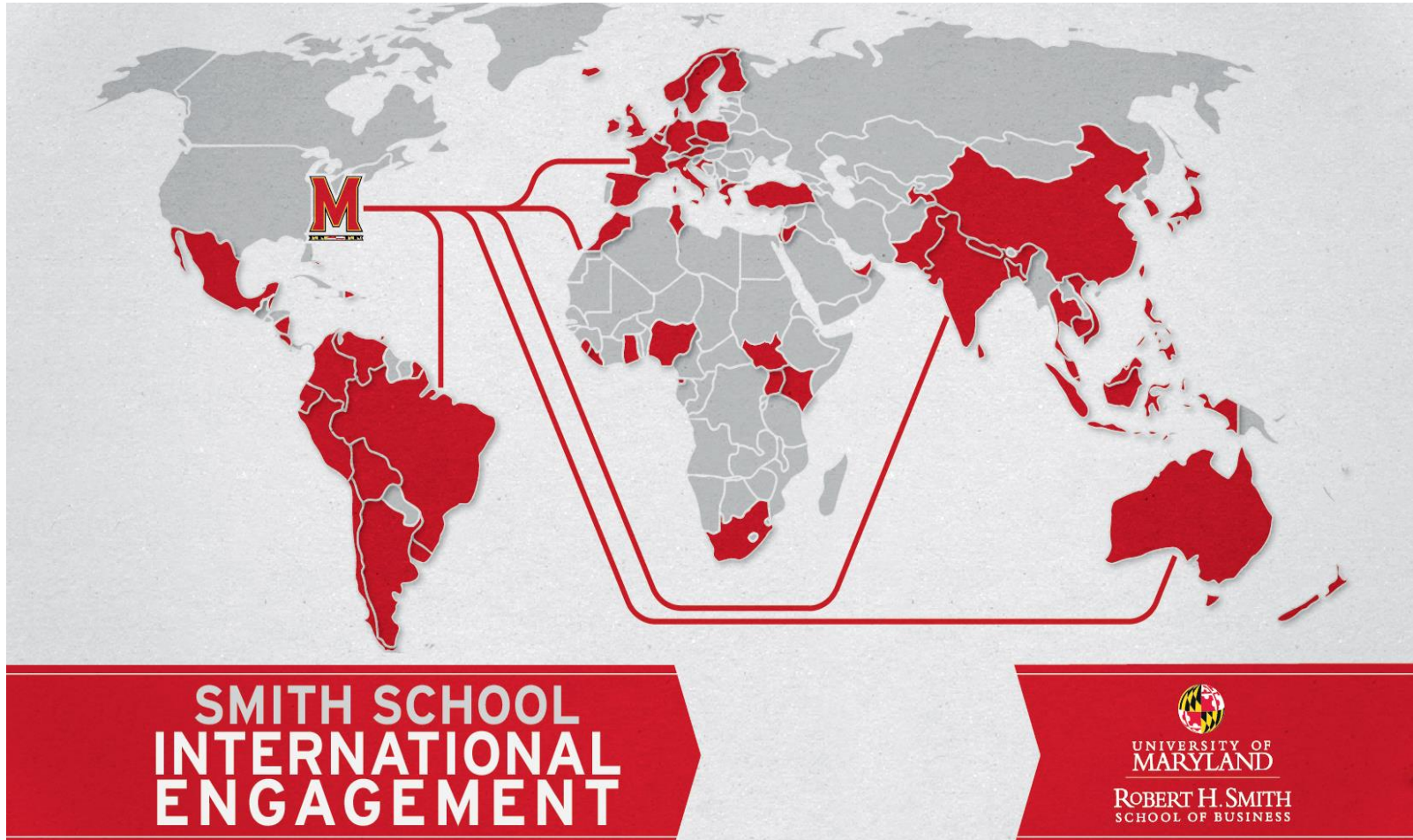
This image shows all the countries around the world with which Smith has engaged, interacted, or partnered in some way over the past few years.

- Student body represents 96 countries
- 30 percent of our 200 faculty members hail from other countries
- 55,000 alumni live and work in 58 countries
- Exchange partnerships with top business schools in Asia, Australia, Europe, and the Middle East
- EMBA Program in Beijing
- Member of the Global Business School Network

- A consortium of nearly 70 top business schools in 29 countries encompassing both the developed and developing worlds.
- In the 2013-2014 academic year more than 600 Smith undergraduate and graduate students studied abroad, worked at international internships, or carried out consulting projects in foreign countries.
- Out of the 12 colleges at the University of Maryland, Smith sends the highest number of students abroad each year
- Host about 170 incoming international students for semester or short-term programs every year.
- Global opportunity interest amongst the Students
 - In a survey of our MBA students this spring, more than 80 percent stated they are interested in a career in global business
 - Nearly 90 percent of MBAs reported that global experiential learning opportunities such as internships, consulting projects, and study abroad experiences are valuable to their career.
 - In a separate survey of Smith sophomores, 89 percent reported having traveled abroad already. A substantial number of these students spent more than 1 month abroad studying foreign language, interning, and volunteering.
 - Like our MBAs, more than 80 percent of the sophomores stated they are also interested in a career in global business

Smith's Office of Global Initiatives also offers a robust set of on-campus, co-curricular programs and events to help the Smith and University of Maryland communities enhance their global mindset.

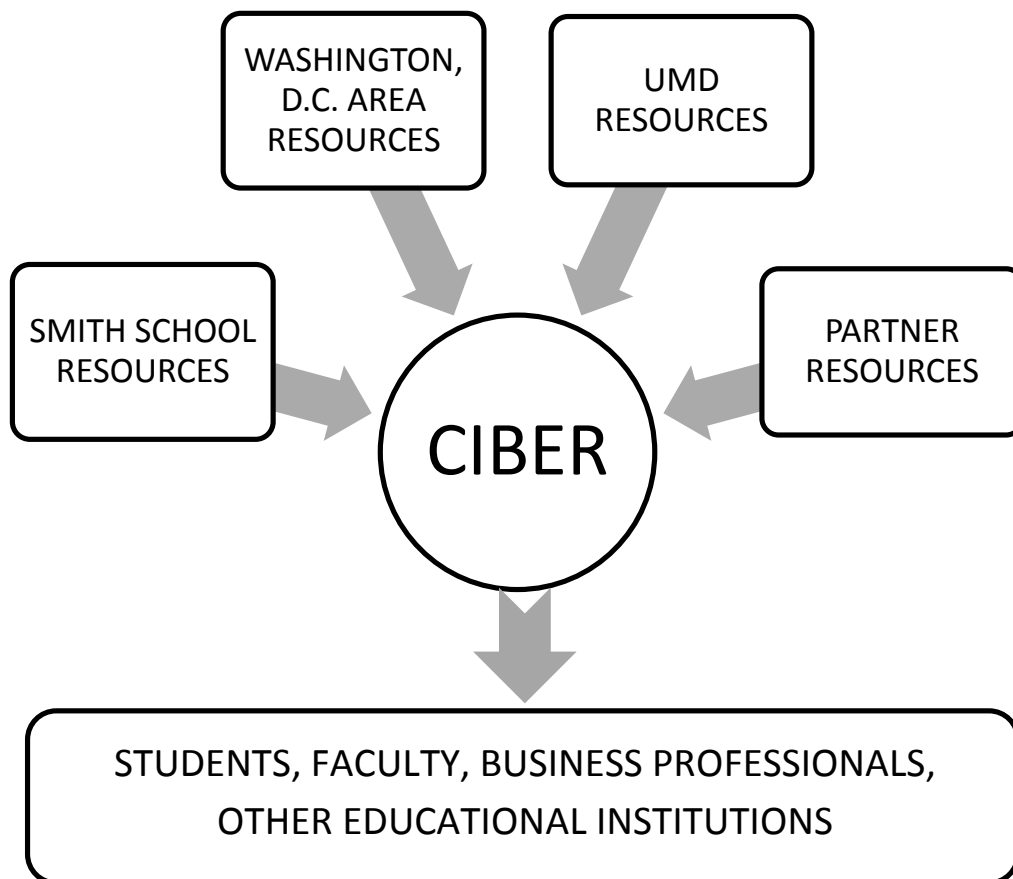
International Engagement at the Smith School



4. CIBER's Operating Model

The design priorities highlighted in the narrative were quite comprehensive (five guiding principles in section two, and ten priorities in section 3). We list a smaller set here – while there is obvious overlap (and some gaps), this brings together the sections above to suggest why impact is expected to be significant.

1. Build on the extensive international resources of the Smith School, UMD, and external partners.
2. Leverage the unique resources of National Capital Area institutions, organizations, and businesses as well as of other CIBERs.
3. Support all Smith departments and centers in their international and internationalization activities, including programs, curricula, research, conferences, and outreach.
4. Serve all key constituencies of the statute – students, faculty, business, education, government, and nonprofits – ensuring that *program benefits reach out to the widest possible constituencies*.
5. Supplement federal funds with our own and our partners' substantial resources, and use such resources cost effectively within the UMD and State of Maryland internal control guidelines.
6. Create new capabilities and activities that would not exist without CIBER funding.



Supplemental Materials #5

Organizational Charts and Management Plans

1. Project leads and partners by activity
2. Project timelines
3. CIBER Organization chart
4. Smith School Organization chart

Project Leads for Smith School CIBER Activities			
CIBER Activities		CIBER/ Global Programs Lead	UMD and External Partners
Thought Leadership			
1	Emerging Markets Forum	Kislaya Prasad	UMD Center and External Sponsors
2	Distinguished Speakers in International Business	Kislaya Prasad	
3	International Executive/Scholar in Residence	Kislaya Prasad	Institution of executive/scholar
Programs for Students : Preparing Students for Global Leadership			
4	MBA Case Competition: Emerging Markets Challenge	Kislaya Prasad	Corporate Sponsors
5	Global Mindset Certificate	Rebecca Bellinger	Undergraduate Office
6	Emerging Markets: Cultural Appreciation	CIBER Assistant Director	Student Clubs, Embassies
7	Summer Institute in International Business	CIBER Assistant Director	School of Language
8	CIBER Global Consulting Program	Rebecca Bellinger	International universities, past clients
9	CIBER International Development Consulting Program	Rebecca Bellinger	USAID, IESC, Sri Lanka contacts
10	Undergraduate Global Consulting Fellows	Pat Cleveland	Royal Thai Embassy
11	Social Entrepreneurship and Innovation in South Africa	Rebecca Bellinger	University of Cape Town
12	International Internships & Work Study Program	Pat Cleveland	CNSI, Tech Council MD, past clients
13	Continued Improvements to Study Abroad Program	Rebecca Bellinger	Global Oversight Committee
14	Business Language Instruction	CIBER Assistant Director	Ronald Reagan Building & ITC
15	Continued Review and Improvements of the Curriculum	Rebecca Bellinger	Global Oversight Committee
Programs for Faculty : Helping Educators Bring the World into the Classroom			
16	Technology-Assisted Global Experiences	Mark Wellman	Smith Faculty
17	PDIB: Focus on Emerging Markets Finance	CIBER Assistant Director	EMBA China Office, DBED
18	Faculty Development in International Business	CIBER Assistant Director	Other CIBERs
19	CIBER Business Language Conference	CIBER Assistant Director	CIBER consortium

Research Programs for Students : Supporting Top Quality Research on Topics of Vital National Interest			
20	Ph.D. Student Research Grants	Bennet Zelner	<i>Ad hoc</i> faculty committee
21	Faculty Research Grants	Bennet Zelner	<i>Ad hoc</i> faculty committee
22	Institutions, Infrastructure and Economic Growth	Bennet Zelner	Internal and external experts
23	Book on Emerging Markets	Bennet Zelner	Internal and external experts
Business Outreach : Building Critical Knowledge and International Skills of Executives			
24	Global Insights Seminar Series for Executives	Kislaya Prasad	Maryland DBED, Exec. Ed.
25	Executive Development: Business Language Programs	CIBER Assistant Director	Maryland DBED, Exec. Ed.
Educational Outreach : Collaborating with Other Educational Institution			
26	Faculty Development for Hispanic Serving Institutions	CIBER Assistant Director	HACU, Other CIBERs
27	Globalizing Minority Serving Institutions Program	CIBER Assistant Director	CIBER Consortium
Other			
28	CIBERWeb	CIBER Assistant Director	MSU CIBER

Smith School CIBER Project Timelines												
CIBER Activities	2014-15			2015-16			2016-17			2017-18		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Thought Leadership												
Emerging Markets Forum	P	H	L	P	H	L	P	H	L	P	H	L
Distinguished Speakers in International Business	E	L	L	E	L	L	E	L	L	E	L	L
International Executive/Scholar in Residence	E	E	L	E	E	L	E	E	L	E	E	L
Programs for Students : Preparing Students for Global Leadership												
MBA Case Competition	P	H	L	P	H	L	P	H	L	P	H	L
Undergraduate Global Mindset Certificate	E	E	L	E	E	L	E	E	L	E	E	L
Emerging Markets: Cultural Appreciation	P	E	L	P	E	L	P	L	L	P	E	L
Summer Institute in International Business	L	L	E	L	L	E	L	L	E	L	L	E
Global Consulting Program	E	L	P	E	L	P	E	L	P	E	L	P
International Development Consulting Program	P	E	L	P	E	L	P	E	L	P	E	L
Undergraduate Global Consulting Fellows	E	L	P	E	L	P	E	L	P	E	L	P
Social Entrepreneurship in South Africa	E	L	L	E	L	L	E	L	L	E	L	L
International Internships & Work Study Program	L	L	E	L	L	E	L	L	E	L	L	E
Enhancements to Study Abroad Program	E	L	L	E	L	L	E	L	L	E	L	L
Business Language Instruction	L	L	E	L	L	E	L	L	E	L	L	E
Review and Improvements of the Curriculum	L	E	L	L	E	L	L	E	L	L	E	L
Programs for Faculty : Helping Educators Bring the World into the Classroom												
Technology-Assisted Global Experiences	P	E	L	P	E	L	P	E	L	P	E	L
PDIB on Emerging Markets Finance	H	L	P	H	L	P	H	L	P	H	L	L
Faculty Development in International Business	L	L	L	L	L	L	L	L	L	L	L	L
CIBER Business Language Conference	L	E	L	L	E	L	L	E	L	L	E	L

Research Programs: Supporting Top Quality Research on Topics of Vital National Interest												
Ph.D. Student Research Grants	L	E	L	L	E	L	L	E	L	L	E	L
Faculty Research Grants	L	E	L	L	E	L	L	E	L	L	E	L
Institutions, Infrastructure and Economic Growth	P	P	P	E	P	P	E	P	P	E	H	L
Book on Emerging Markets	P	E	P	P	E	P	P	E	P	P	H	L
Business Outreach : Building Critical Knowledge and International Skills of Executives												
Global Insights Seminar Series for Executives	L	P	H	L	P	H	L	P	H	L	P	H
Executive Business Language Programs	L	L	E	L	L	E	L	L	E	L	L	E
Educational Outreach : Collaborating with Other Educational Institution												
Faculty Development for HSIs	P	H	L	P	H	L	P	H	L	P	H	L
Globalizing Minority Serving Institutions Program	E	L	L	E	L	L	E	L	L	E	L	L
Other												
CIBERWeb	L	L	L	L	L	L	L	L	L	L	L	L

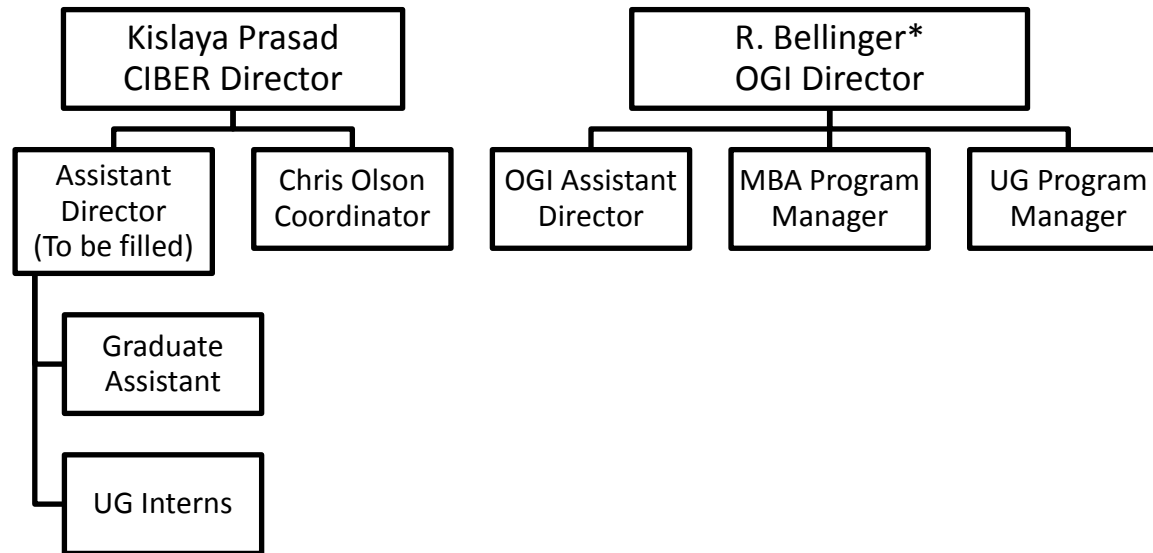
Color Code:

Substantial Planning Activities	P
Principal Event(s)	E
Highest Priority Event	H
Low levels of attention needed	L

Notes:

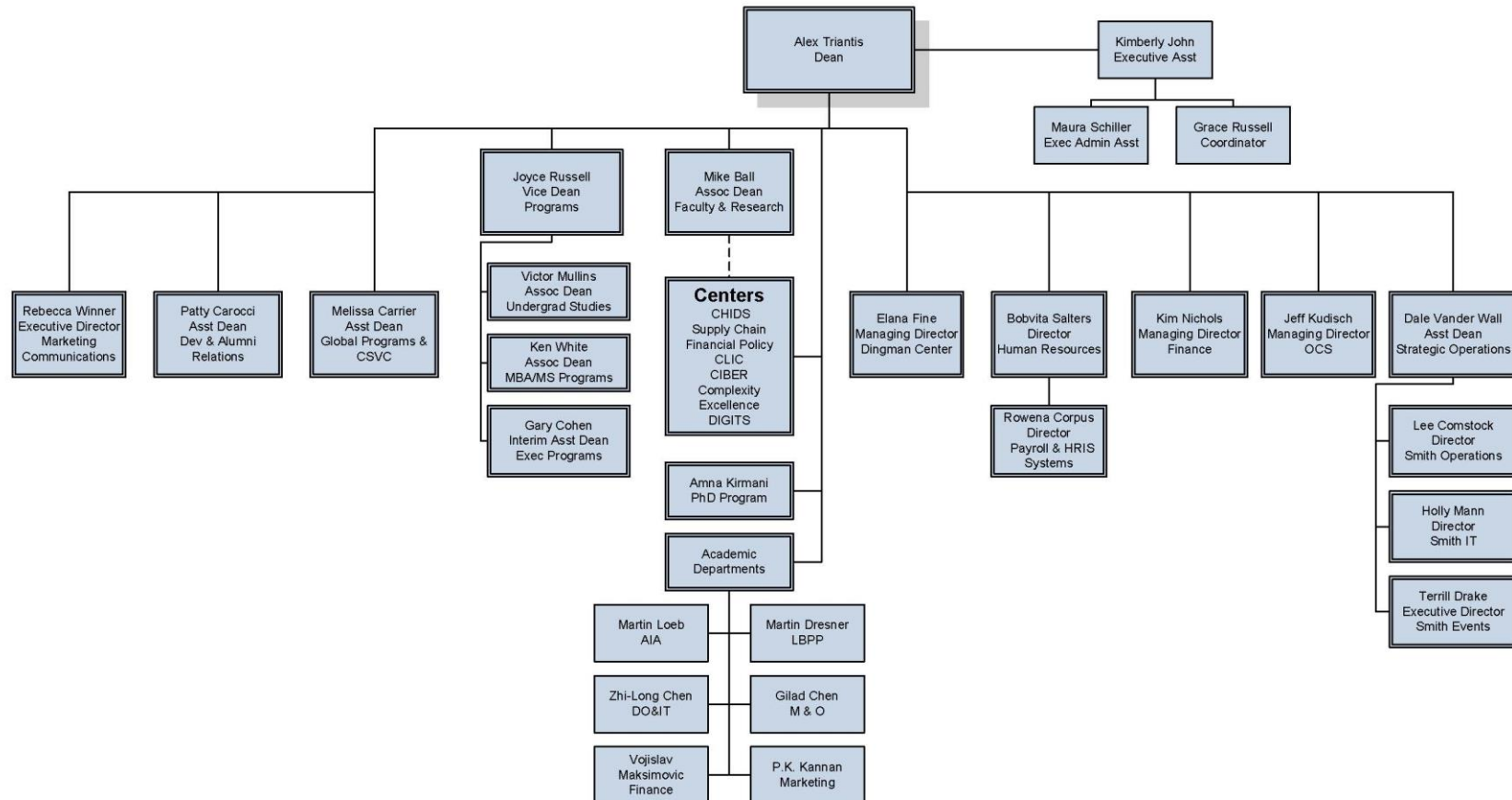
Winter term events (e.g. study trips) are classified as fall events (the more substantial pre-work occurs then).
Faculty development for HSIs will occur in late May

CIBER and Office of Global Initiatives Organization Charts



*R. Bellinger fulfills the role of CIBER Associate Director

Robert H. Smith School of Business Organizational Chart



Supplemental Materials #6

Resumes

Dr. Ritu Agarwal

Professor & Robert H. Smith Dean's Chair of Information Systems
Decision, Operations & Information Technologies
Robert H. Smith School of Business, UMD

Dr. Ritu Agarwal is Professor and the Robert H. Smith Dean's Chair of Information Systems at the Robert H. Smith School of Business, University of Maryland - College Park. She is also the founder and Director of the Center for Health Information and Decision Systems at the Smith School. Dr. Agarwal has published over 80 papers on information technology management topics in journals such as Information Systems Research, MIS Quarterly, Management Science, Communications of the ACM, Journal of Management Information Systems, Decision Sciences, IEEE Transactions, and Decision Support Systems. Her current research is focused on the use of IT in healthcare settings, technology-enabled strategic transformations in various industrial sectors, and consumer behavior in technology-mediated settings. Professor Agarwal is the Editor-in-Chief of Information Systems Research. Previously she served three year terms as Senior Editor at MIS Quarterly and Associate Editor for Management Science. Dr. Agarwal was a member of the INFORMS board as Vice President for Subdivisions from 2004 to 2006, and served as a Vice President in the Association for Information Systems from 2002 to 2005. She has been appointed a Standing Member of the Agency for Healthcare Research and Quality's expert review panel on Healthcare Effectiveness and Outcomes Research for the period 2010-2012.

Dr. Gurdip S. Bakshi

Dean's Professor of Finance
Robert H. Smith School of Business, UMD

Professor Bakshi's research interests include asset pricing, international finance, term structure of interest rates, default risk, and pricing of derivative securities. His works have been published in the American Economic Review, Journal of Business, Journal of Finance, Journal of Financial Economics, Management Science, Journal of Financial and Quantitative Analysis, and Review of Financial Studies. His recent work focuses on studying the valuation structures of technology stocks, risk premiums, investor irrationality, probability of stock market crashes, and credit risks. He was appointed FDIC Fellow in 2005, and won research grants from FDIC and BSI Gamma Foundation. Professor Bakshi also serves on the editorial boards of Review of Financial Studies, Journal of Financial and Quantitative Analysis, Review of Derivatives Research and Journal of Financial Econometrics. He was ranked as a top 15% teacher in 2003, 2004 and 2007.

Dr. Michael O. Ball

Senior Associate Dean & Dean's Chair in Management Science
Decision, Operations & Information Technologies
Robert H. Smith School of Business, UMD

Dr. Michael Ball is the Senior Associate Dean and Dean's Chair in Management Science at the Robert H. Smith School of Business at the University of Maryland. He also holds a joint appointment within the Institute for Systems Research (ISR) in the Clark School of Engineering. Dr. Ball received a BES in Engineering Science in 1972 and an MSE in Operations Research in 1972 from Johns Hopkins University and a PhD in Operations Research in 1977 from Cornell University. He worked for two years at Bell Laboratories and has had sabbatical appointments at the University of Waterloo and the University of North Carolina. He is former chair of the Decision Operations and Information Technologies Faculty Area within the Robert H. Smith School of Business and former chair of the Executive Committee of the Institute for Systems Research. He is currently Director of Research for the Smith School. Dr. Ball is area editor for transportation for Operations Research and is, or has been, associate editor for Networks, IEEE Transactions on Reliability, Operations Research, Operations Research Letters, Transportation Science and IIE Transactions. He is a member and fellow of INFORMS.

Ms. Rebecca Bellinger

Director, Office of Global Initiatives
Robert H. Smith School of Business, UMD

Rebecca L. Bellinger has over a decade of experience leading international strategy, programs, and partnership development in higher education. She served previously as University Director of International Programs and Services at Pace University in New York City where she oversaw study abroad, international student and scholar services, national scholarships, and bridge (English-language) programs. Prior to this, she was Director of International Programs at the School of International Service, American University, where she designed international opportunities for graduate students and developed school-wide international partnerships. Her experience in international education also has included positions with the Institute of International Education/CIES; the Congressional Youth Leadership Council; Envision, EMI; and various private schools in Eastern Europe (Czech Republic, Romania, Russia, and Serbia). Rebecca is a graduate of the Transatlantic Master's Program and holds an MA in Political Science from the University of North Carolina at Chapel Hill and a BA from the University of Rochester (NY). Rebecca also spends time out of the office supporting global education. She has a special interest in public diplomacy and volunteers with the FLEX (Future Leaders Exchange) and A-SMYLE (America-Serbia and Montenegro Youth Leadership Exchange) programs with the American Councils for International Education. She is also the founder of the Member Interest Group on Graduate Study Abroad in NAFSA and is an active presenter and contributor to this association and others.

Dr. Sandor Boyson

Research Professor & Co-Director, Supply Chain Management Center
Logistics, Business & Public Policy
Robert H. Smith School of Business, UMD

Dr. Boyson has significant expertise in technology management and supply chain management, with over 20 years' experience in strategic technology planning, systems development/management, and enterprise-wide process integration. He has served as a technology & strategy consultant to public organizations as varied as the World Bank and the Department Of Defense; and private sector organizations such as Allied Signal, Hughes Network Systems and the Chicago Tribune. He currently serves as Co-Director of Smith's Supply Chain Management Center. He has generated and managed \$10.8 million in research contracts over the past eight years from organizations including National Science Foundation and DARPA. In addition, he has initiated partnerships with leading edge companies ranging from Sun, Oracle, Cisco, Avaya, General Electric, IBM and Manugistics that have resulted in \$7.4 million of booked contributions in hardware, software and services. His research interests include - Global supply chain management best practices and risk management.

Dr. Richard B Brecht

Executive Director
Center for Advanced Study of Language, UMD

Dr. Richard Brecht has been the Executive Director of the University of Maryland Center for Advanced Study of Language (CASL) since its founding in 2003. Having received his M.A. and Ph.D. from Harvard University in Slavic Languages and Literatures, he is currently professor of Slavic Languages and Literatures at the University of Maryland at College Park and visiting professor at Bryn Mawr College. Dr. Brecht has been a principal in the founding of a number of national organizations and projects: American Councils for International Education/ACTR-ACCELS (for which he serves as Chair of the Board of Trustees), the National Council of Organizations of Less Commonly Taught Languages, Project EELIAS (Evaluation of Exchange, Language, International and Area Studies), LangNet (the Language Network), and Project ICONS (International Communication and Negotiation Simulations). Dr. Brecht has co-authored "Language and National Security in the 21st Century" and authored numerous books and articles on language policy, second language acquisition, and Slavic and Russian linguistics, as well as received awards from a number of national and international organizations in the language field.

Ms. Melissa Carrier

Assistant Dean, Global Programs and Social Value Creation
Management & Organization
Robert H. Smith School of Business, UMD

Melissa Carrier joined the Smith School after a decade of managing growth strategies for technology companies ranging from Fortune 500 to early stage start-ups. She brings broad experience across corporate and product-line positions in multiple industries. During her tenure at the Dingman Center for Entrepreneurship, Melissa grew the Capital Access Network angel investor program into a leading regional investor group. Melissa also created the Social Venture Consulting Program which has served more than 450 students and 120 organizations since its inception. In 2009, Melissa designed and launched the Center for Social Value Creation. She is responsible for the center's strategic direction across curricula, co-curricular, and research platforms. Melissa teaches social entrepreneurship and sustainable systems to MBA and Undergraduate students. She is the faculty champion for the Social Innovation Fellows program and Assistant Dean of Global Programs. Melissa received a BS in Chemical Engineering from the Ohio State University and an MBA with honors in finance and strategic management from the Wharton School of the University of Pennsylvania.

Dr. Gilad Chen

Ralph J. Tyser Professor of Organizational Behavior and Department Chair
Management & Organization Department
Robert H. Smith School of Business

Prior to joining the Smith School, Dr. Chen was on the faculty at the Georgia Institute of Technology and Texas A&M University, and a visiting scholar at the Hong Kong University of Science and Technology, Technion, and Tel-Aviv University. Dr. Chen teaches courses on a variety of organizational behavior, human resource management, and methodological topics. His research focuses on work motivation, adaptation, teams and leadership, with particular interest in understanding the complex interface between individuals and the socio-technical organizational context. He has won several research awards, including the 2007 Distinguished Early Career Contributions Award from the Society for Industrial and Organizational Psychology, and the 2008 Cummings Scholar Award from the Organizational Behavior Division of the Academy of Management. Dr. Chen is also an elected Fellow of the American Psychological Association, Association for Psychological Science, and Society of Industrial-Organizational Psychology. His research has appeared in such journals as the Academy of Management Journal, Journal of Applied Psychology, Journal of Organizational Behavior, Personnel Psychology, Organizational Behavior & Human Decision Processes, and Research in Organizational Behavior. He is currently serving as Incoming Editor of the Journal of Applied Psychology, where he has previously served as Associate Editor. He is also an editorial board member of the Academy of Management Journal.

Dr. Zhi-Long Chen

Professor of Operations Management and Department Chair
Decision, Operations, and Information Technology Department
Robert H. Smith School of Business, UMD

Dr. Chen received his PhD degree in Operations Research from Princeton University in 1997. Dr. Chen taught for 4 years as an assistant professor at University of Pennsylvania prior to his current appointment at the Smith School. His research interests cover supply chain scheduling and coordination, routing/scheduling of logistics operations, and capacity and technology planning. He has published over 30 journal articles in these areas. Dr. Chen is currently conducting a NSF funded research project on integrated production and distribution operations, and working closely with industry on various projects in the areas of supply chain optimization and pricing. He is currently serving as an associate editor of IIE Transactions on Scheduling and Logistics, a flagship journal of Institute of Industrial Engineers. Dr. Chen has taught a number of undergraduate and graduate courses on optimization, logistics, scheduling, supply chain management, and operations management. He received excellent teaching evaluations for most of the courses he has taught at the Smith School.

Dr. Wilbur Chung

Associate Professor, Logistics, Business & Public Policy
Robert H. Smith School of Business, UMD

Professor Chung teaches in the full-time and part-time MBA core. His research examines technology, agglomeration, and foreign direct investment. One stream of his research examines firms "knowledge seeking" activity and how this affects firms- location choice. The second stream examines the outcomes of location choice: how agglomeration affects firms- performance and how inward foreign direct investment affects host industries- competition and productivity. His research appears in Management Science, Strategic Management Journal, Journal of Economics and Management Strategy, Journal of Economic Behavior and Organization, Journal of International Business Studies, and Advances in Strategic Management. Chung joined Maryland after two years at Wharton and five years at the Stern School at NYU. He completed his Ph.D. at the University of Michigan in 1997. His dissertation was a finalist for the Free Press Dissertation Award (Academy BPS division), Barry M. Richman Dissertation Award (Academy IM division), and the Farmer Dissertation Award (AIB). He also holds his M.S. in industrial administration and a B.S. in mechanical engineering from Carnegie Mellon.

Dr. Patricia Cleveland

Lecturer, Management & Organization
Robert H. Smith School of Business, UMD

Dr. Patricia Cleveland is a lecturer in the Management and Organization department. She served as Associate Dean for Undergraduate Programs at the University of Maryland's Robert H. Smith School of Business from 1998-2012. Prior to coming to the Smith School, she was the Assistant Dean for Student Academic Services and MBA program advisor at the University of Hawaii's College of Business Administration for six years. She has taught organizational behavior in the MBA program at the University of Hawaii, and strategic human resources and American business culture as part of international executive programs offered in conjunction with the East West Center and University of Hawaii. Before joining the University of Hawaii, Cleveland served as the first director of academic and regulatory affairs for Bowling Green State University's Department of Intercollegiate Athletics. She is also former director of undergraduate advising in the College of Arts & Sciences at the University of Kansas. As an academic administrator, she has contributed to a range of curricular and program development initiatives. At the University of Hawaii, she developed and managed a distance education MBA program offered to neighbor island students. At the University of Maryland, she has been involved in the development of the undergraduate Smith program at Shady Grove, and most recently the development of the Smith School's Undergraduate Fellows Program. She initiated a number of new "traditions" as coordinator for the Smith School's 20 undergraduate student organizations, including yearly leadership retreats and the STARS mentoring and outreach program to the local area community. Dr. Cleveland has a Ph.D. and M.A. in sociology from the University of Kansas.

Dr. Rafael Corredoira

Assistant Professor, Management & Organization
Robert H. Smith School of Business, UMD

Rafael A. Corredoira is Assistant Professor of Management & Organization at the Robert H. Smith School of Business at the University of Maryland. Corredoira's research focuses on embedded exploration: how networks that originate from social ties, market dynamics, and institutional arrangements constrain and enable firms' entrepreneurial search for innovative solutions. His current research examines how semiconductor firms' search for innovations is shaped by their social networks, how social networks of wine and auto-part firms drive upgrading capabilities in developing economies, and the evolution of efficiency frontiers in the treatment of addiction in the US. Corredoira has also authored articles that have been published in many journals including Strategic Management Journal, Academy of Management Journal, Harvard Business Review, Journal of International Business Studies, and Journal of Substance Abuse Treatment. Dr. Corredoira received his PhD in Strategy and International Management from the Wharton School, University of Pennsylvania. Before embarking on his doctoral studies, he completed an MBA at Drexel University. He has 10 years of business experience at Compañía Bão, the largest and oldest household product firm in Uruguay, where, as CEO and COO, he led the firm in its technological reconversion, organizational restructuring, M&A, and foreign market expansion during the creation of MERCOSUR.

Dr. I.M. "Mac" Destler

Saul Stern Professor of Civic Engagement
School of Public Policy, UMD

Dr. Destler is a scholar who specializes in the politics and processes of U.S. foreign policymaking. He is co-author, with Ivo H. Daalder, of *In the Shadow of the Oval Office* (Simon and Schuster, 2009), which analyzes the role of the President's national security adviser from the Kennedy through the George W. Bush administration. His *American Trade Politics* (Institute for International Economics, 4th edition, 2005) won the Gladys M. Kammerer Award of the American Political Science Association for the best book on U.S. national policy. Over 100,000 copies of this book are now in print, including Japanese and Chinese translations. Other recent Destler works include *Misreading the Public: The Myth of a New Isolationism* (Brookings Institution Press, 1999, with Steven Kull), and *Protecting the American Homeland*, (Brookings Institution, 2002 and 2003, with co-authors). Destler is also a fellow at the Peterson Institute for International Economics (IIE), Washington, DC, where he conducts research on the political economy of trade policymaking. He has consulted on government organization for economic and foreign policymaking at the Executive Office of the President and the Department of State, and held senior research positions at IIE, the Carnegie Endowment for International Peace, and the Brookings Institution. He is the recipient of the University of Maryland's Distinguished International Service Award for 1998. Destler teaches trade policy, American foreign policymaking, and political institutions.

Dr. Lawrence Gordon**Member, CIBER Advisory Council**

Ernst & Young Alumni Professor of Managerial Accounting and Information Assurance
Robert H. Smith School of Business, UMD

Dr. Lawrence Gordon is an internationally known scholar in the area of managerial accounting. He has a Ph.D. in Managerial Economics from Rensselaer Polytechnic Institute. His work focuses on such issues as performance measures, economic aspects of information security, cost management systems, the interface between managerial accounting and information technology, and capital investments. Dr. Gordon is considered to be one of the pioneers on the emerging field of cybersecurity economics. He is the author of more than 90 articles published in such places as *The Accounting Review*, *Journal of Financial and Quantitative Analysis*, *ACM Transactions on Information and System Security*, *Journal of Computer Security*, *Journal of Accounting and Public Policy*, *Accounting, Organizations and Society*, *MIS Quarterly*, and *Communications of the ACM*. He is also the author of several books, including *Managing Cybersecurity Resources: A Cost-Benefit Analysis*, and *Managerial Accounting: Concepts and Empirical Evidence*. In two comprehensive studies, Gordon was cited as one of the world's most influential/productive accounting researchers. He is Editor-in-Chief of the *Journal of Accounting and Public Policy* and serves on the editorial boards of several other journals. An award-winning teacher, Professor Gordon has been an invited speaker at numerous universities around the world. In addition, he has served as a consultant to several private and public organizations.

Dr. Curt Grimm

Professor and Charles A. Taff Chair of Economics and Strategy
Robert H. Smith School of Business, UMD

Dr. Curt Grimm is Professor and Charles A. Taff Chair of Economics and Strategy at the Robert H. Smith School of Business, University of Maryland. From 1995-2003 Professor Grimm served as Logistics, Business and Public Policy department chair. He received his Ph.D. in economics from the University of California-Berkeley, with primary focus on industrial organization. Professor Grimm was named one of the University of Maryland's 2010-2011 Distinguished Scholar-Teachers. Professor Grimm has conducted extensive research in both supply chain and strategic management. His research has focused on the interface of business and public policy with strategic management, with a particular emphasis on competition, competition policy, deregulation and microeconomic reform both in the U.S. and overseas. This research has resulted in four books and more than 80 published articles. Professor Grimm's strategy research has been published in leading scholarly journals such as The Academy of Management Journal, Management Science, Organization Science, and Strategic Management Journal. He has co-authored two books on competitive strategy. His co-authored paper on "dethroning industry leaders" won the Best Paper Award from the Academy of Management Journal in 2000.

Dr. Anil K. Gupta

Member, CIBER Advisory Council

Michael D. Dingman Chair in Strategy and Entrepreneurship
Robert H. Smith School of Business, UMD

Dr. Anil K. Gupta is widely regarded as one of the world's leading experts on strategy, globalization and entrepreneurship. He is ranked by Thinkers50 as one of the world's "most influential living management thinkers" and has been named by The Economist as one of the world's "superstars" in a cover story on "Innovation in Emerging Economies." He is also one of only three professors to have been elected as a Lifetime Fellow of the three most prestigious academic bodies in his field – Academy of Management, Strategic Management Society, and Academy of International Business. Dr. Anil's newest book The Silk Road Rediscovered: How Indian and Chinese Companies Become Globally Stronger by Competing in Each Other's Markets (Wiley, 2014) will be published in April 2014. His earlier books include Getting China and India Right and The Quest for Global Dominance. He is a member of the World Economic Forum's Global Agenda Council on Emerging Multinationals and has also served on the boards of several NYSE- and NASDAQ-listed companies in the United States. Dr. Anil serves as a columnist for Bloomberg BusinessWeek, as a Contributing Editor for Chief Executive Magazine, and as a contributor to HBR.org. His opinion pieces have also been published in The Wall Street Journal, Financial Times, Chief Executive Magazine, Daily Telegraph, China Daily, Economic Times, and other outlets.

Hassan Ibrahim

Tyser Teaching Fellow of Information Systems,
Decision, Operations & Information Technologies
Robert H. Smith School of Business, UMD

Dr. Ibrahim is a teaching professor who teaches courses in systems analysis and production management. Previously he taught at George Mason University and at Marymount College. He is also an expert on the Middle East, and leads Smith School's Study Abroad course to Dubai. Dr. Ibrahim's research interest is management of technology; especially the strategic applications of information systems to supply chain management. His research was published by APICS's Production and Inventory Control Journal and Harvard Business School. Ibrahim is on the editorial review board of the Journal of Operations Management. His primary teaching areas are: systems analysis and design, data communications, and operations management. He was nominated for the Outstanding Scholar of the Year Award in the Commonwealth of Virginia in 1996. He has worked for and consulted with a number of industry leaders including McDonnell Douglas, Phillips Electronics, and Siemens Medical Systems.

Dr. P.K. Kannan

Ralph J. Tyser Professor of Marketing Science
Chair, Department of Marketing
Robert H. Smith School of Business, UMD

P. K. Kannan is the Ralph J. Tyser Professor of Marketing Science at the Robert H. Smith School of Business at the University of Maryland, and he is the Chair of the Department of Marketing. His current research stream focuses on new product/service development, design and pricing digital products and product lines, marketing and product development on the Internet, e-service, and customer relationship management (CRM) and customer loyalty. He has received several grants from National Science Foundation (NSF), Mellon Foundation, SAIC, and PricewaterhouseCoopers for his work in this area and research papers have been published in Marketing Science, Management Science, Journal of Marketing Research, Journal of Marketing, and Communications of the ACM. His research has also won the prestigious John Little Best Paper Award (2008) and the INFORMS Society for Marketing Science Practice Prize Award (2007). Dr. Kannan serves on the editorial boards of the Marketing Science, Journal of Marketing, Journal of Service Research, and International Journal of Electronic Commerce. Dr. Kannan has served as the Chair for the American Marketing Association SIG on Marketing Research. He has corporate experience with Tata Engineering and Ingersoll-Rand and has consulted for companies such as Frito-Lay, Pepsi Co, Giant Food, Black and Decker, SAIC, Fannie Mae, and IBM.

Dr. Zeinab Karake

Lecturer, Decision, Operations & Information Technologies
Robert H. Smith School of Business, UMD

Dr. Zeinab Karake is a lecturer of Information and Decision systems at the Smith School. Previously, she was Professor of Management and Information Systems in the School of Business and Management at the American University in Sharjah, UAE. She served as the Associate Dean of the School of Business and Management for five years (2000-2004). Zeinab is the author of more than 35 published articles, monographs, and reviews. She is also the author of five published books "Technology and Developing Economies" (Praeger Publishers, New York, 1990), "Information Technology and Managerial Control" (Praeger Publishers, New York, 1992), "Organizational Downsizing, Discrimination, and Corporate Social Responsibility" (Quorum Publishers, New York, 1999), "Trust and Loyalty in Electronic Commerce: An Agency Theory Perspective" (Quorum, New York, 2002), and "The Diffusion of Electronic Commerce in Developing Economies", co-author is Sheikha Lubna Al Qasimi, UAE Minister of Economy and Planning (Edward Elgar Publication, December 2005). Zeinab is also the regional editor of Management Decision Journal. Zeinab is twice recipient of the International Excellence Award in Management (1995, 2002). At the First AUS Commencement Ceremony, Zeinab received the AUS Excellence in Service Award from his highness Sheikh Dr. Sultan Bin Mohammed Al Qasimi, Supreme Council Member, Ruler of Sharjah, Founder and President of the American University of Sharjah (2001). Zeinab was elected and served as the Founding President of the AUS Faculty Senate (2000-2001). In 2003, Zeinab Received the Best Researcher Award from The American University of Sharjah.

Mr. Pradman P. Kaul

Chairman and Chief Executive Officer
Hughes Network Systems, LLC

Member, CIBER Advisory Council

Mr. Kaul received a Master of Science degree in Electrical Engineering from the University of California at Berkeley and a Bachelor of Science degree in Electrical Engineering from George Washington University. Mr. Pradman P. Kaul has been Chief Executive Officer and President of Hughes Communications, Inc. since February 3, 2006. Mr. Kaul has been Chairman of the Board of Managers at Hughes Network Systems LLC, a subsidiary of Hughes Communications, Inc. since April 22, 2005 and has been its Chief Executive Officer and President since 2000. He serves as Senior Director of India of Albright Stonebridge Group (a/k/a Stonebridge International LLC) and advises clients on India technology issues. He served as Corporate Senior Vice President of DirecTV Group Inc., (formerly, Hughes Electronics Corp.) since January 2000. He served as President, Chief Operating Officer, Executive Vice President and Director of Engineering of HNS. He also serves as Chairman of the Maryland-India Business Roundtable. He is a Member of the National Academy of Engineering. He holds numerous patents and published articles and papers on a variety of technical topics concerning satellite communications. He was also selected as a 'Distinguished Alumnus' of the University of California, Berkeley in 1999 and was awarded the IEEE Millennium medal.

Dr. Robert Krapfel

Associate Professor, Marketing
Director, Center for Global Business
Robert H. Smith School of Business, UMD

Member, CIBER Advisory Council

Dr. Krapfel's joined University of Maryland in 1982. His work focuses on organizational buyer behavior and relationship marketing issues in business-to-business settings. Author or co-author of over 20 refereed publications, his research currently emphasizes e-Business impacts on buyer-seller relationships. He has published in the Journal of Marketing, Journal of Retailing and Journal of Transportation, and serves on the editorial review board of Journal of Business-to-Business Marketing. A Fulbright scholar in Brazil in 1989 and Fulbright Distinguished Chair in Marketing in Portugal in 2003, he has consulted or conducted executive education with Caterpillar, Marriott, Black & Decker, Northrop Grumman, the U.S. Department of Commerce, Metso Minerals and ARINC.

Dr. Rudolph Lamone

Professor Emeritus of Management Science
Founder, Dingman Center for Entrepreneurship
Former Dean
Robert H. Smith School of Business, UMD

Dr. Rudolph P. Lamone is the Founder and member of the Board of Advisors of the Michael D. Dingman Center for Entrepreneurship and a Professor Emeritus at the Robert H. Smith School of Business, University of Maryland - College Park. A member of Phi Beta Kappa, Dr. Lamone received his B.S. and Ph.D. degrees from the business school at the University of North Carolina at Chapel Hill. From 1973 to 1992, Dr. Lamone served as Dean of the Robert H. Smith School of Business and as the first chair of the Program in Entrepreneurship. He is co-founder of the National Consortium of Entrepreneurship Centers and a founding member of the National Consortium for Life Science Entrepreneurship Programs. An active participant in Maryland economic development programs, Dr. Lamone served as the Chairman of the Advisory Commission for the Maryland Department of Economic and Community Development. He also served as Chairman of the Governor's Commission on Worker's Compensation and was a member of the Governor's Commission on Interstate Banking. Dr. Lamone serves as Director on the board of several companies, public and private.

Dr. Roberta Z. Lavine

Director of Undergraduate Program and Associate Professor, Spanish and Portuguese
School of Languages, Literatures, and Culture, UMD

Roberta Z. Lavine received her PhD from the Catholic University of America in 1983. She is currently Director of Undergraduate Program and Associate Professor of Spanish in the Department of Spanish and Portuguese. She has 25 years of teaching experience and has taught all levels of Spanish language, Business Spanish, Cross-cultural Communication, and methodology, among other courses. Her current research interests deal with learner variables in language learning, especially learning disabilities, Language for Specific Purposes, and technology. She has extensive experience in technology and the use of computers for instructional purposes, and currently teaches Business language and cross-cultural communication in a technology-enhanced environment. She has won the University of Maryland Award for Innovation in Teaching with Technology as well as a Fellowship from the Maryland Institute for Technology in the Humanities. She has published in all of the above mentioned areas and has lectured and given workshops all over the world.

Dr. Hui Liao

Smith Dean's Professor in Leadership and Management, Management & Organization
Robert H. Smith School of Business, UMD

Dr. Hui Liao is the endowed Smith Dean's Professor in Leadership and Management at the University of Maryland's Robert H. Smith School of Business. Before joining Maryland, she was on the faculties of the Rutgers University and the University of Illinois at Urbana-Champaign. She received her Ph.D. with concentrations in Organizational Behavior and Human Resources from the University of Minnesota's Carlson School of Management, and her BA in International Economics from the Renmin University of China. Professor Liao's current research interests include leadership, service quality, high performance work systems, and workforce diversity and inclusion. She has conducted field research in various cultural settings including the United States, Mainland China, Hong Kong, Taiwan, Japan, Europe, the UAE, and other cultural contexts, involving both small business and multinational companies' worldwide operations. Her work received the Academy of Management's Dorothy Harlow Distinguished Paper Award, was featured in the American Psychological Association's Press Releases, and has appeared in the field's top journals such as the Academy of Management Journal, Journal of Applied Psychology, Organizational Behavior and Human Decision Processes, Organization Science, and Personnel Psychology. Professor Liao was honored with the 2012 Cummings Scholarly Achievement Award. The prestigious award is one of the highest professional honors in the field of organizational behavior, given annually by the Organizational Behavior Division of the Academy of Management to recognize outstanding early- to mid-career scholarly achievement. This is not the first time Professor Liao's impact has been recognized. In 2010, she won the Scholarly Achievement Award from the Academy of Management's Human Resources Division, and in 2009 she was recognized with the Distinguished Early Career Contributions Award from the Society for Industrial-Organizational Psychology, and the Early Career Achievement Award from the Academy of Management's Human Resources Division.

Dr. Vojislav (Max) Maksimovic

William A. Longbrake Chair in Finance
Chair, Department of Finance
Robert H. Smith School of Business, UMD

Dr. "Max" Maksimovic is the William A. Longbrake Chair in Finance & Chair of the Department of Finance. His recent research focuses on how a firm's organizational structure affects the flow of resources across its divisions. He has also worked on how competition in high technology industries determines the timing of initial public offerings. Maksimovic is interested in international finance, specifically in how a country's legal and institutional environment influences the financing and investment by firms. Maksimovic's research has been published in the Journal of Finance, Review of Financial Studies, Rand Journal of Economics, Journal of Financial Economics, and Journal of Financial and Quantitative Analysis. He is an associate editor of Journal of Financial Intermediations and a past member of the board of directors of the Western Finance Association.

Mr. Timothy Matlack

President and Chief Executive Officer
Delta Solutions and Technologies, Inc.

Member, CIBER Advisory Council

Mr. Timothy Matlack has been the Chief Executive Officer and President of Delta Solutions & Technologies Inc. since January 2010. Mr. Matlack joined Delta Solutions in January 2010 and has full operational responsibility for Delta Solutions. He served as Chief Executive of Wipro Consulting, the global consulting arm of India-based Wipro Ltd., and he also served as Chief Executive of Wipro's global energy and utilities business. Earlier, Mr. Matlack held significant leadership roles at Fairfax, VA-based American Management Systems, Inc. (AMS - now part of CGI), including Executive Vice President and Chief Human Resources Officer, Senior Vice President of the energy and utilities group, and Vice President of AMS's practice focused on financial management improvements in the U.S. government. He is a member of several boards of non-profit organizations involved in education at the secondary school and university levels. He earned a B.A. cum laude in Sociology and M.B.A. with distinction from Harvard University.

Dr. Sunil Mithas

Associate Professor, Decision, Operations & Information Technologies
Robert H. Smith School of Business, UMD

Dr. Sunil Mithas earned his Ph.D. at the Ross School of Business, University of Michigan and an engineering degree from IIT, Roorkee. Prior to pursuing the Ph.D., he worked for about ten years in engineering, marketing and general management positions with Tata steel and Tata Ryerson. He teaches core and elective courses in MBA and Executive MBA programs and a course in the PhD program at the Smith school. Dr. Sunil's research focuses on strategic management and impact of information technology (IT) resources such as IT spending, IT applications and IT human capital. His work traces the impact of IT resources on firm performance and shareholder value through revenue growth, cost reduction and intangibles such as customer satisfaction and organizational capabilities. His work in the area of IT-enabled outsourcing investigates the types of business processes and occupations that are most suitable for outsourcing and offshoring. This body of work provides implications for crafting IT and outsourcing strategies at the firm, plant and occupation levels and for investments in skills at the level of knowledge workers. His research has appeared in journals that include Management Science, Information Systems Research, MIS Quarterly, Marketing Science, Journal of Marketing, and Production and Operations Management. Some of this work has been featured in business publications such as Harvard Business Review, MIT Sloan Management Review, Bloomberg, Computerworld, and InformationWeek. He was identified as a 2011 MSI Young Scholar by the Marketing Science Institute (MSI).

Dr. Peter Morici

Professor, Logistics, Business & Public Policy
Robert H. Smith School of Business, UMD

Professor Peter Morici is a recognized expert on economic policy and international economics. Prior to joining the university, he served as director of the Office of Economics at the U.S. International Trade Commission. He is the author of 18 books and monographs and has published widely in leading public policy and business journals including the Harvard Business Review and Foreign Policy. Morici has lectured and offered executive programs at more than 100 institutions including Columbia University, the Harvard Business School and Oxford University. His views are frequently featured on CNN, CBS, BBC, FOX, ABC, CNBC, NPR, NPB and national broadcast networks around the world. His research interests include International economic policy and commercial agreements, World Trade Organization.

Mr. Guy Pfeffermann

Founder, Chariman & CEO

Global Business School Network

Member, CIBER Advisory Council

In 2003 Mr. Guy Pfeffermann founded the Global Business School Network on the principle that skilled management is critical to successful international development. After 40 years as an economist at the World Bank, including 15 years as Chief Economist of the International Finance Corporation, he saw too often how lack of management talent was impeding economic and social development in communities throughout the developing world. Now as CEO of GBSN, which started at the IFC and is today an independent nonprofit, Guy oversees programs and events that harness the expertise and passion of a worldwide network of leading business schools to strengthen the institutions and educators who deliver management education for the developing world. GBSN's unique approach pairs a robust network of experts with efficient administration to build institutional capacity, foster collaboration and disseminate knowledge, all aimed at promoting management education that delivers international best practice with local relevance. Mr. Pfeffermann received his Licence en Droit et Sciences Economiques in Paris in 1962 and was awarded first prize, Concours General, a French national inter-university essay competition. He was a Besse scholar at St. Antony's College, Oxford from 1962-65 and received a B.Litt. (Oxon.) in 1967 for his thesis: "Industrial Labour in Senegal," which was also published as a book. He published "Paths out of Poverty – The Role of Private Enterprise in Developing Countries (IFC, 2000)." He is currently on the Advisory Board of the Association of African Business Schools (AABS).

Dr. Darryll Pines

Dean and Nariman Farvardin Professor of Aerospace Engineering

A. James Clark School of Engineering, UMD

Member, CIBER Advisory Council

Dr. Darryll J. Pines became Dean and Nariman Farvardin Professor of Aerospace Engineering at the Clark School on January 5, 2009. He came to the school in 1995 as an assistant professor and served as chair of the school's Department of Aerospace Engineering from 2006 to 2009. Under Dr. Pines' leadership, the department of aerospace engineering was ranked 8th overall among U.S. universities and 5th among public schools in the U.S. News and World Report graduate school rankings. As dean, Dr. Pines has led the development of the Clark School's current strategic plan and achieved notable successes in key areas, such as improving teaching in fundamental undergraduate courses and raising student retention; achieving success in national and international student competitions; giving new emphasis to sustainability engineering and service learning; promoting STEM education among high school students; increasing the impact of research programs; and expanding philanthropic contributions to the school. Dr. Pines' current research focuses on structural dynamics, including structural health monitoring and prognosis, smart sensors, and adaptive, morphing and biologically-inspired structures, as well as the guidance, navigation, and control of uninhabited aerospace vehicles. He is a fellow of the Institute of Physics, the American Society of Mechanical Engineers and the American Institute of Aeronautics and Astronautics, and has received an NSF CAREER Award. Dr. Pines received a B.S. in mechanical engineering from the University of California, Berkeley. He earned M.S. and Ph.D. degrees in mechanical engineering from the Massachusetts Institute of Technology.

Dr. Kislaya Prasad

Director, Center for International Business Education and Research (CIBER)
Research Professor, Decision, Operations & Information Technologies
Robert H. Smith School of Business, UMD

Dr. Prasad received his Ph.D. in Economics and M.S. in Computer Science from Syracuse University. Previous positions include Professor of Economics at Florida State University and Research Officer at the University of Cambridge. He has also been a Visiting Professor in the Kellogg Graduate School of Management at the Northwestern University and in the Economics Department at New York University. His principal research focus is on the computability and complexity of individual decisions and economic equilibrium, innovation and diffusion of technology, and social influences on economic behavior. His research has been published in leading economic journals such as Journal of Monetary Economics, Journal of Mathematical Economics, International Journal of Game Theory, and Journal of Economic Dynamics and Control. His current projects include medical treatment variations and diffusion of technologies in medicine, complexity of choice under uncertainty, and experimental tests of contract theory. Dr. Prasad's research has been funded by grants from the National Science Foundation. Dr. Prasad is also a Guest Scholar in the Economic Studies Program at The Brookings Institution, Washington D.C.

Dr. Paulo Prochno

Tyser Teaching Fellow and Associate Department Chair, Management & Organization
Robert H. Smith School of Business, UMD

Dr. Paulo Prochno is a Tyser Teaching Fellow at the University of Maryland's Robert H. Smith School of Business. Prior to joining the Smith School faculty in the fall of 2007, he had appointments at Fundação Dom Cabral, a top-ranked school from Brazil focused on executive education, and Ibmec Business School, where he coordinated open enrollment executive programs. Dr. Prochno earned his Ph.D. in management from INSEAD, his MBA from Vanderbilt University and his B.Eng. in industrial engineering from the University of São Paulo. He has successfully taught in Executive Development programs, MBA, M.Sc. and undergraduate programs, having won the "Top 15% Teaching Award" at the Smith school in 2008 and an award given for the best Master's Program professor at Ibmec in 2006. Additionally, through his consulting and executive education engagements he has helped major companies in Brazil to shape and disseminate their strategies and to foster innovation. His consulting and custom program clients include Petrobrás (energy), Telemar/Oi (telecommunications), Grupo Votorantim (industrial/financial conglomerate), Furnas (energy), Samarco (mining), Correios (postal services), and Grupo Santander (banking). Before venturing into academia, Dr. Prochno worked as an industrial engineer for companies in the packaging and textile sectors.

Roland Rust

Distinguished Professor and David Bruce Smith Chair in Marketing | Executive Director, Center for Excellence in Service | Executive Director, Center for Complexity in Business

His lifetime achievement honors include the AMA Irwin McGraw-Hill Distinguished Marketing Educator Award, Fellow of the INFORMS Society for Marketing Science, the Paul D. Converse Award, AMA's Career Contributions to the Services Discipline Award, AMA's Churchill Award for Lifetime Achievement in Marketing Research, the Distinguished Marketing Educator Award from the Academy of Marketing Science, AMA's Mahajan Award for Career Contribution to Marketing Strategy, the Outstanding Contributions to Research in Advertising award from the American Academy of Advertising, Fellow of the American Statistical Association, the Elsevier Distinguished Marketing Scholar Award from SMA, two distinguished doctoral alumnus awards from the University of North Carolina at Chapel Hill, and an honorary doctorate (Doctor Honoris Causa) from the University of Neuchatel (Switzerland). He has also won numerous best article and best book awards. He has served as Editor of the Journal of Marketing, founded the annual Frontiers in Service Conference, and was founding Editor of the Journal of Service Research. He is an Academic Trustee of the Marketing Science Institute and is Vice President of External Relations for the European Marketing Academy. He has consulted with many leading companies worldwide, including such companies as American Airlines, AT&T, Comcast, Dow Chemical, DuPont, Eli Lilly, FedEx, Hershey, Hewlett-Packard, IBM, Lockheed Martin, Microsoft, NASA, NCR, Nortel, Procter & Gamble, Sears, Sony, Unilever, and USAA.

Dr. Lemma W. Senbet

Member, CIBER Advisory Council

The William E. Mayer Chair Professor of Finance, Finance
Robert H. Smith School of Business, UMD

Lemma W. Senbet is the William E. Mayer Chair Professor of Finance at the Smith School of the University of Maryland and the founding director of the school's Center for Financial Policy. He is the incoming Executive Director of the African Economic Research Consortium (AERC). Professor Senbet was Chair of the Finance Department, 1998-2006, and his tenure saw rapid transformation of the department into world class. His widely cited publications have appeared in the Journal of Finance, Review of Financial Studies, Journal of Business, and other leading academic journals. He has received numerous honors and professional recognitions. He has been a director of the American Finance Association and served as President of the Western Finance Association. He is inducted Fellow of the Financial Management Association International and a member of the Financial Economists Roundtable. He was awarded an honorary doctor of letters Honoris Causa by Addis Ababa University, Ethiopia's flagship institution of higher learning. Dr. Senbet has advised the World Bank, the IMF, the UN, and other institutions on issues of financial sector reforms and capital market development. He has served as an independent director for The Fortis Funds and currently is an independent director for The Hartford Funds. He has also served on over a dozen editorial boards, including the Journal of Finance (12 years), Financial Management (20 years), Journal of Financial and Quantitative Analysis (7 years), served as executive editor of Financial Management (6 years), and Editor (Finance), JIBS (5 years).

Dr. Leigh Shamblin

Professor of practice and Director

Master of Global Innovation Management (MGIM) program

NC State Poole College Jenkins Graduate School

Leigh Shamblin is an accomplished international development professional, educator, and former USAID foreign-service officer with 20+ years of global leadership experience in education, international development, business performance, technology, and healthcare. Dr. Shamblin's achievements include providing a master's level business education for business and economics teachers in partnership with more than 300 universities throughout Central Asia, training over 4,000 small business owners and employees in business management and improvement in Kazakhstan, and helping Macedonia become the first wireless country in the world. She has served as Executive Director for the MBA Enterprise Corps at the Kenan Institute of Private Enterprise; Dean of the MBA program at the University of International Business in Almaty, Kazakhstan; Director of the Health and Education Offices for USAID in Macedonia and Jamaica; and, most recently, as Sr. Program Manager in charge of US support for Kenya programs for IntraHealth International in Chapel Hill, North Carolina. She has served as a CIBER evaluator for programs at four universities since 2008 and is also currently the Director of the Master of Global Innovation Management program at NC State. Dr. Shamblin has a doctorate in adult education from NC State, a master's in business administration from UNC, and a passion for innovation and empowerment.

Dr. Debra L. Shapiro

Clarice Smith Professor of Management & Organization

Robert H. Smith School of Business, UMD

Debra L. Shapiro (Ph.D. Northwestern University) is the Clarice Smith Professor at the University of Maryland (UMD) and formerly the Willard Graham Distinguished Professor at UNC-Chapel Hill where she was 1986-2003. Dr. Debra studies strategies (negotiating, mediating, and dispute-resolving) for facilitating fairness, positive work-related behaviors, and win-win agreements, especially in challenging situations (e.g., when employees resist change, perceive injustice, or have differing cultural values). Her work has won "Best Paper Awards" five times and is in ASQ, AMJ, AMR, AME, OBHDP, JAP, JPSP, JESP, JOB, Communication Research, several Handbooks (spanning negotiation, culture, and justice) and the OB Division's inaugural podcast series among other outlets. She is a four-time recipient of Best Paper Awards from the AOM's Conflict Management Division (in 1991, 1992, 1996, and 2007) and the 1999 recipient of the Best Empirical Paper Award from the International Association for Conflict Management. She has also published two books—"Managing Multinational Teams: Global Perspectives" (co-edited with Mary Ann Von Glinow and Joe Cheng, published by Elsevier in 2005) and a forthcoming SIOP's 2012 Frontier Series (co-edited with Barry Goldman and published by The Psychology Press/Routledge), "The Psychology of Negotiation in the 21st Century Workplace: New Challenges and New Solutions."

Mr. Suresh V. Shenoy

Executive Vice President

Information Management Consultants, Inc.

Member, CIBER Advisory Council

Mr. Shenoy currently serves as Chairman of the National Capital region of the American Red Cross and on the boards of Kevric Company, IMC Global Services, Fairfax County Information Technology Advisory Committee, Capital IIT Alumni Association and Fairfax County Chamber of Commerce. He was the Program Committee Chairman of the PanIIT Global Conference held in Washington D.C. which was attended by more than 2,300 people. Prior to joining IMC, Mr. Shenoy was a partner at Maridyne International, an international marketing company and joint venture with Marubeni Corporation of Japan. After selling Maridyne, Mr. Shenoy owned and operated Northeast Investment Castings which manufactured precision castings for defense and high-tech industries. Mr. Shenoy served as co-President of the PanIIT Alumni Association in North America from 2006-2008, which is the umbrella alumni organization for the highly selective seven Indian Institutes of Technology. He was a founding member of the Thomas Jefferson Partnership Fund and served on its board until 2002. He also served on the Board of the Fairfax County Library Foundation. He was chairman of the Emerging Technologies Advisory Group (EMTAG) at the Association of Information and Image Management (AIIM) from 1996-1997 and served on AIIM's International Board of Directors. He served as chairman of the Washington D.C. Chapter of the International Society of Enterprise Engineers (ISEE) and as co-chair of the BPR-SIG for the Industry Advisory Council to U.S. Government CIOs.

Mr. Jorge Urrutia

Founder, CEO and President

MSI Universal

Member, CIBER Advisory Council

Mr. Jorge Urrutia earned his Associate's degree from MC while working nights and attending college during the day. He subsequently earned a Bachelor's degree in civil engineering from the University of Maryland and a Master's degree in public administration from Harvard University. Currently, Mr. Urrutia is the CEO and President of MSI Universal, an Engineering consulting company he has grown into a multi-million dollar business. Fluent in Spanish and English, Mr. Urrutia has been portrayed as a role model for the Hispanic Community by TV channels, several magazines, newspapers and radio stations. His message has always been that of encouraging education as a first priority for new immigrants. He also received the Milton F. Clogg Outstanding Alumni Achievement Award in 2002.

Mr. Robert L. Walker

Deputy Secretary

Department of Business & Economic Development

Member, CIBER Advisory Council

As Deputy Secretary, Bob directs the day-to-day operations of the Department working with the Assistant Secretaries and Managing Directors. In addition, he has oversight of Policy and Government Affairs, Performance Management, the Governor's international missions and correlated foreign policy issues. He previously served as Chief Operating Officer, Assistant Secretary for Business & Enterprise Development and Managing Director for International Investment and Trade. Nationally recognized for his expertise in foreign trade, agriculture and public service, Bob was previously Anne Arundel County's Chief Administrative Officer, a Diplomat for USDA's Foreign Agricultural Service in Russia and Ukraine, and Secretary of the Maryland Department of Agriculture. He has consulted for The World Bank, USAID, OECD, OICD and other international organizations focused on agriculture, policy and rural development in the former Soviet Union, Central Asia and Africa. Prior to joining state government, Bob worked as Vice-President at Esskay, a regional food processor once located in Baltimore. He has had extensive civic and community service including Chair of the Maryland State Board of Elections, President of the Baltimore City School Board, and Regent of the UMD System. He is also a Senior Fellow at the National Center for Food and Agriculture Policy in Washington, DC. Bob has a B.A. in Political Science from Towson University.

Dr. Bennet A. Zelner

Associate Professor, Logistics, Business & Public Policy

Robert H. Smith School of Business, UMD

Dr. Bennet A. Zelner (Ph.D., University of California, Berkeley, 2001) studies the strategies that firms use to manage the diverse political, social, and economic institutions they encounter when doing business abroad. Much of his research focuses on infrastructure industries recently subject to market-oriented reform—such as privatization, deregulation, and liberalization—and the challenges that such environments pose for private investors. Other projects focus on the role played by corporate groups—clusters of legally independent firms joined by multiplex economic and social ties—in Western Europe and the United States, and the comparative effects of national renewable energy policies on “green” innovation patterns in Western Europe. Professor Zelner's research has been published in such journals as *Administrative Science Quarterly*, *Strategic Management Journal*, *Academy of Management Review*, *American Sociological Review* and *Harvard Business Review*.

Supplemental Materials #7

Budget Notes

Robert H. Smith School of Business
University of Maryland
Center for International Business Education and Research

Budget Notes

We have made every effort to make sure that the costs budgeted for the Smith School CIBER project are reasonable and appropriate for the scale and scope of project objectives and the magnitude of likely benefits for our different constituencies. For each year, we are requesting less than 45% of the project cost from the U.S. Department of Education.

How Costs are Reasonable: CIBER will make use of facilities and resources available on the campus of the University of Maryland at College Park (UMD), and at Smith School's satellite campuses in Washington, D.C., Baltimore and Shady Grove. Among *other significant contributors* are Smith School Centers, the Office of Smith Programs and Events, and the Office of Marketing Communications. They have committed to the execution of the project and, as in the past, will be making significant manpower commitments. The latter two, in particular, have worked on organization and publicity for CIBER events. Other Smith School centers have helped with collaborative projects and whenever there have had manpower needs. Student volunteers – the Emerging Markets Club in particular – routinely help with logistics of events. These contributions are not identified in the budget because they are not measurable effort, but these resources ensure the success of the project.

Some other costs, including supplies and travel, are included in the budget but at low levels. We will also try and take advantage of discounts available from various vendors, such as early-booking travel discounts. Being present in a major metropolitan area – and because of the Smith School CIBER's growing reputation – our events (e.g. conferences) are large. Consequently, *per capita* costs are very reasonable.

Contributions by Partners: A project of this magnitude and significance cannot be undertaken with federal or UMD funds and resources alone. The Smith School CIBER project has the support of several *partners* (companies, federal and state government agencies, professional and educational associations, embassies, etc.).

Explanations

The Budget Narrative table, included with the application, presents the key assumptions and computations behind each budget item.

1. Federal funds are to be used primarily for extending our capabilities in international business to serve the needs of students, faculty, and our external constituencies. Project costs reflect a high degree of economies of scale and scope. Since we are in a major metropolitan area, costs (of hired facilities, for instance) tend to be high. This is offset by the fact that our events (e.g. the CIBER annual conference, which attracted 150 people in our most recent conference) are large. This makes *per capita* costs very reasonable for the magnitude of benefit generated.
2. For the scale of activities, the total amount spent on **Personnel** is kept at very reasonable levels (the UMD share is approximately 65% of the total). A substantial fraction of salaries allocated for the CIBER program are to be borne by the Smith School and UMD for each project year. Salaries for Years 2-4 reflect an anticipated 3% increase each year.
3. The undergraduate student assistants will assist in the organization of activities and programs related to the undergraduate Global Consulting Fellows program, and on an as needed basis.
4. The graduate assistant will work closely with CIBER personnel on all aspects of project management, but will especially be expected to play the role of the liaison with the graduate student community to ensure their enthusiastic participation.
5. Fringe benefits are computed at 20% of salaries. The fringe benefits are specifically identified to each employee and are charged individually as direct costs. Fringe benefits include: FICA, Retirement, Unemployment, and Health Insurance.
6. Contractual expenses include payments to an independent external evaluation expert. Dr. Leigh Shamblin is an expert on program management and evaluation (with particular expertise in federal grants). She will oversee the *operational* and *strategic* side of CIBER's evaluation. Activity-specific data collection is a responsibility of CIBER staff.
7. *Publicity* expenses include such costs incurred for CIBER organized events, as well as publicity for CIBER programs among students.
8. *Supplies* are kept to the low annual amount of \$2,500. These include instructional materials such as reprints, published cases, pen drives, etc. for the business and educational outreach activities.

9. The bulk of the program expenses are included in the “**Other**” category since there is no category within the federal budget form where individual program-expense items could be included. The line-item budget provides detailed *Program Expenses* by activity. These represent all expenses other than travel and personnel (for instance, fees to participate in CIBER organized programs, registration fees for conferences, fees for service, space rental, catering, etc.). Meals at meetings and conferences are only included for extended events, and when the primary purpose of the event is the dissemination of information.
10. Travel for each activity is shown separately from other program expenses in the line-item budget, and will therefore be self-explanatory. CIBER staff travel will be to the Director’s and Assistant Director’s meetings, to meetings organized by other CIBERs, and for developmental activities directly pertinent to the objectives of this proposal. Travel for Short-term study abroad is for travel related to establishing programs at new destinations, or where the program is being substantially modified (e.g. by adding experiential components to an existing course).
11. The *Distinguished Speaker* and *Emerging Markets Forum* expenses include payments of honoraria and book purchases.
12. The *MBA Case Competition* amounts are for awards to winning teams in this national competition. Costs associated for *Global Mindset Certificate* are for launch and conclusion events (speakers, awards, etc.). For the *Global Consulting Fellows* program, CIBER funds would be used for faculty travel to secure client projects and develop related internships. The *Summer Institute* expenses are for payments to participating faculty and career counselor. The undergraduate *Global Consulting Fellows* program expenses are for the organization of a student-led conference. *Emerging Markets: Cultural Appreciation* costs are for space and A/V equipment rental. *Business Language Coaching* expenses will defray costs of tutors. One noteworthy expense is the cost-share amount for *Study Abroad*. This amount is for UMD-provided scholarships to students participating in study abroad programs. Program-related travel is displayed separately.
13. *Technology-Assisted Global Experiences* amounts are for grants for faculty to introduce innovations such as classroom-to-classroom collaborations, etc. Grants will only be for direct expenses related to such innovations and *not* faculty salary support. The *PDIB: Focus on Emerging Markets Finance* is for contractual payment to faculty leading the program. Travel costs for the faculty are separately noted. The *FDIB* amount is for program fees for faculty participation. Additionally, CIBER will cover travel costs. *Business Language Conference* support is for registration and travel.

14. *Faculty and Ph.D. Research Grants* refer to one Ph.D. (\$4,000) and two faculty summer awards (\$7,500). The costs involved in the research projects (*Institutions, Infrastructure and Competitiveness*, and the *Emerging Markets Book*) are for different purposes in the different years. These include hourly payments for research assistants, honoraria to contributors, and any publication-related costs). Travel is only for Year 3 when the roundtable of each research initiative will be held. We will attempt to scale up the studies by attracting additional funding following Year 1 outcomes.
15. *Business Outreach* activity expenses primarily cover the costs of contractual instructors. Additionally, some space and A/V equipment rentals, incidental refreshments etc. costs are included.
16. The *FDIB for Hispanic Serving Institutions* expenses are for speakers, and workshop-related space and equipment. The associated travel-costs are for local travel of workshop participants to various Washington, D.C. area sites. The *Globalizing MSI* expenses are consortium fees; the travel is to support MSI faculty attendance.
17. While utilizing the federal and University's funds conservatively in designing project activities, we have attempted to maximize the availability of project benefits to various constituencies in as wide a geographic region as possible. All ***Travel Expenses*** are based on economy fares, utilizing early-booking discounts offered by airlines and hotels, and UMD's hotel and meal standards. This is also borne out by the fact that we have not shown annual increases in most budget items, other than salaries of project staff.
18. The federal share of travel expenses is budgeted to be *less than* \$60,000 in every year except Year 3 (when it is \$70,000), which we believe is very frugal for the scale of activities.
19. Indirect cost is limited to 8% for federal share and matching share.
20. Tuition remission for the graduate assistant in each year is excluded from overhead cost.

Supplemental Materials #8

Evaluation Plan

1. Required PMF Forms for GPRA Reporting
2. Activity-wise Evaluation Approach
3. Sample Activity Evaluation Report (Partial)

1. Project Goal Statement: Enhance CIBER's Thought Leadership in International Business									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Create opportunities for enhancing thought leadership activities by establishing new relationships with prominent individuals and organizations.	<p>A.1. Invite speakers from prominent organizations as speakers to Emerging Markets Forum (EMF), and Distinguished Speaker Series and follow-up to maintain relationships.</p> <p>A.2. Disseminate information about event to high-profile organizations and groups.</p> <p>A.3. Invite prominent executive and scholars to be resident at CIBER.</p>								
B) Increase the number of participants in thought leadership activities each year by 20% compared to 2013-14 levels.	<p>B.1. Disseminate information about events through multiple media (print, email, social networking, etc.).</p> <p>B.2. Involve organizations, associations, clubs, etc. by seeking their endorsement and sponsorship of events.</p> <p>B.3. Create tie-ups with programs, certificates, etc. to incentivize engagement.</p>								
C) Increase the participation of high-profile participants (from academia, government and business) by 20% compared to	C.1. Invite prominent speakers and create an opportunity for interaction with select audience members.								

2013-14.	<p>C.2. Actively target high-level executives, scholars, & policymakers to be present at the event.</p> <p>C.3. Target for publicity outlets that the desired audience views.</p> <p>C.4. Conduct a needs assessment of the target audience so that the events more closely match their interests (within the scope of the project).</p>								
D) Achieve or maintain highest participant satisfaction levels (i.e. rating of 4 or 5 on a five point scale) in surveys.	<p>D.1. Identify the best speakers possible for the intended audience.</p> <p>D.2. Work with speakers before the event to ensure that they engage the audience (on form, content, preparation).</p> <p>D.3. Ensure flawless operations (timeliness, professional look and feel, audience participation, etc.).</p>								
E) Increase awareness of CIBER programs among the business, policy, and academic communities.	<p>E.1. Engage in events of local business, policy and academic communities and create opportunities to speak about CIBER's activities.</p> <p>E.2. Write short articles based on CIBER events for outlets viewed by these communities.</p>								

	<p>E.3. Use social media to engage communities on a continuous basis.</p> <p>E.4. Use video, podcasts, etc. to describe activities in a creative and lively manner.</p>								
<p>F) Establish a benchmark for long-term effects on career and perspectives of thought leadership program participants two years later, and target an improvement of 10% over this.</p>	<p>F.1. Use <i>LinkedIn</i> to establish contact with past participants of activities.</p> <p>F.2 Determine if thought leadership activities are perceived valuable two years later.</p> <p>F.3. Determine if thought leadership activities are perceived to have contributed to career advancement two years later.</p>								

1. Project Goal Statement: Prepare students for leadership roles in global business									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Create new opportunities for students through creation of new international relationships.	A.1. Create an inventory of relationships with overseas universities and organizations that exist within the Smith School population.								
	A.2. Engage with past partners on a continual basis and seek out new high-quality partnerships.								
	A.3. Develop relationships with businesses overseas (via overseas partners, alumni, embassy contacts, etc.) for the purpose of experiential learning opportunities.								
	A.4. Develop relationships with U.S. companies with significant overseas operations (via alumni, Office of Career Services, etc.).								
B) Increase the number of business students who participate in global courses each year by 10% compared to 2013-14.	B.1. Disseminate information about study abroad opportunities, focusing on its importance for careers.								
	B.2. Use the needs assessment to determine student perceptions of courses and what students want global courses and programming to deliver.								

	<p>B.3. Use a portfolio of courses to better match the differing needs of various student segments.</p> <p>B.4. Create tie-ups with programs, certificates, etc. to incentivize engagement (i.e. courses should satisfy multiple degree requirements).</p> <p>B.5. Actively work with UMD administration and local businesses to increase financial aid for global course participants.</p>								
C) Increase the number of business students who participate in international experiential learning each year by 10% compared to 2013-14.	<p>C.1. Disseminate information about experiential learning opportunities, focusing on its importance for careers.</p> <p>C.2. Use the needs assessment to determine student perceptions towards experiential learning opportunities.</p> <p>C.3. Recruit more high-quality consulting projects and internship opportunities in the regions and types of businesses that students want.</p> <p>C.4. Incorporate “mini-consulting” components into short-term study abroad courses.</p>								
D) Increase the number of students with exposure to business language education	C.1. Disseminate information about business language opportunities, focusing on its								

by 15% compared to 2013-14.	<p>importance for careers.</p> <p>C.2. Use the needs assessment to determine student perceptions towards language learning opportunities.</p> <p>C.3. Work with language faculty to introduce more business-relevant elements in courses – such as opportunities to interact in a business situation.</p> <p>C.4. Introduce language elements into more extra-curricular activities (such as “Cultural Appreciation”).</p>								
E) Achieve or maintain highest student satisfaction levels (i.e. rating of 4 or 5 on a five point scale) in surveys for all curricular and extra-curricular international activities.	<p>E.1. Ensure flawless operations of all global courses and experiences by adhering to management plan.</p> <p>E.2. Ensure that content is rigorous and relevant, and creates genuine value. Vet all experiential learning projects, to ensure that working on the project creates value for students.</p> <p>E.3. Conduct performance reviews for all faculty, staff, and vendors involved with student programs to ensure the highest of standards.</p>								
F) Increase awareness of CIBER programs among undergraduate, MBA, MS, and doctoral students, with	F.1. Work with faculty teaching IB courses to create opportunities for joint activities (speakers, site visits,								

goal of 50% awareness.	<p>etc.) for UG/MBA/MS students.</p> <p>F.2. Create an event for graduate students where the winner of a doctoral summer grant presents his/her work before an audience.</p> <p>F.3. Present doctoral awards at the annual doctoral banquet.</p>								
G) Establish a benchmark for long-term effects on career and perspectives of student program participants two years later, and target an improvement of 10% over this.	<p>G.1. Using <i>LinkedIn</i> establish contact with students who completed program two years ago.</p> <p>G.2 Determine if student activities are perceived valuable two years later.</p> <p>G.3. Determine if student activities are perceived to have contributed to career advancement two years later (if student graduated in the interim), and if the experience helped in finding a good job.</p>								

1. Project Goal Statement: Help Educators Bring the World into the Classroom									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Create new opportunities for faculty through creation of new international relationships.	<p>A.1. Develop relationships with universities and businesses overseas (via overseas partners, alumni, embassy contacts, etc.) for the purpose of global learning opportunities such as classroom linkages.</p> <p>A.2. Develop relationships with U.S. companies with significant overseas operations (via alumni, Office of Career Services, etc.) to provide to faculty to leverage in developing classroom innovations.</p>								
B) Increase the number of faculty who participate in enhancement of global skills each year by 15% compared to 2013-14.	<p>B.1. Promote new faculty participation in FDIBs, technology-assisted collaborations, and other opportunities.</p> <p>B.2. Publicize faculty opportunities at faculty assembly and other venues.</p> <p>B.3. Use the needs assessment exercise to better understand the areas in which faculty could use better support from CIBER staff.</p>								
C) Increase the number of courses in which major globalization innovations are	C.1 Publicize the technology-assisted collaborations grant to faculty.								

implemented by 20% compared to 2013-14.	C.2. CIBER staff to provide assistance – especially by facilitating linkages – in the development of grant proposals (and other activities).								
D) Achieve or maintain highest faculty satisfaction levels (i.e. rating of 4 or 5 on a five point scale) in surveys for all faculty programs.	<p>D.1 Ensure flawless operations of all faculty development activities by adhering to management plan.</p> <p>D.2. Ensure that content in our own PDIB is rigorous and relevant, and provides genuine value in terms of improving teaching.</p> <p>D.3. Conduct performance reviews for all faculty, staff, and vendors involved with faculty development programs to ensure the highest standards.</p>								
E) Increase awareness of CIBER programs among faculty, with goal of 75% awareness.	<p>E.1 Conduct an assessment of faculty teaching needs in the international arena.</p> <p>E.2. Inform faculty (via a personal visit) of programs available to meet the needs.</p>								
F) Establish a benchmark for long-term effects on teaching of faculty program participants one and two years later, and target an improvement of 10% over this.	F.1. Follow-up with faculty program participants to determine whether curricular changes have been implemented as a consequence of the program, and the overall success with this.								

1. Project Goal Statement: Support Top Quality Research on Topics of Vital National Interest									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Establish linkages with leading institutions and scholars as appropriate for research initiatives.	A.1. Publicize the CIBER research initiatives within the relevant academic community. A.2. Invite high-quality individuals and institutions to participate in the effort .								
B) Grant-funded research papers completed as working papers.	B.1. Faculty to commit to producing working papers in a timely manner. B.2. CIBER staff to follow-up regarding progress towards working paper.								
C) Grant-funded papers presented at major conferences.	C.1. Form high-quality faculty committee, request detailed proposals, and go through a thorough review with feedback to authors. C.2. Follow-up with faculty about progress towards presentation at major conferences.								
D) Grant-funded papers published in quality journals.	Same as C.1. And C.2.								
E) Progress to initial drafts and roundtables for CIBER research initiatives (by Year 2) and white papers or chapters (by Year 3). Finalized reports and book by Year 4.	E.1. Construct a detailed calendar specifying progress (milestone) and obtain commitment to it from all participants. This includes decision authority to remove scholars from the project.								

	<p>E.2. Establish a communication mechanism (schedule of regular conference calls) to monitor timely progress towards initial drafts and final outputs.</p> <p>E.3. Conduct critical review of contributions on a periodic basis.</p>								
F) Long-term impact of CIBER-funded research to be measured by citations, and by industry competitiveness impact.	F.1. Assist authors in publicizing their work (and publicize CIBER research initiatives) to generate citations, media mentions, etc.								

1. Project Goal Statement: Build Critical Knowledge and International Skills of Business Professionals									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Maintain and establish relationships with alumni, business groups and professional associations with the purpose of needs assessment and publicity for CIBER activities.	A.1. Contact alumni, business groups and professional associations and familiarize them with CIBER and its mission.								
B) Establish a baseline and then increase the number of business professionals who participate in enhancement of global skills each year by 10% compared to Year 1.	B.1. Disseminate information about events through multiple channels (print, email, social networking, etc.). B.2. Involve organizations, associations, World Trade Centers, etc. by seeking their endorsement and support in publicizing of events.								
C) Achieve or maintain highest business professional satisfaction levels (i.e. rating of 4 or 5 on a five point scale) in surveys for programs.	C.1. Ensure that program design is responsive to perceived needs of the business community. C.2. Recruit high quality faculty and practitioners who will deliver content and ensure they are properly vetted, briefed, and evaluated. C.3 Ensure flawless operations of all business outreach programs by adhering to the management plan.								
D) Increase awareness of CIBER programs among	D.1. Participate in events and venues attended by business								

area professionals and conduct periodic needs assessments.	<p>professional with a declared interest in international business and publicize CIBER activities.</p> <p>D.2. Conduct a needs assessment to develop a better idea of program elements that will appeal to executives.</p>								
E) Establish a benchmark for long-term effects on career choices of program participants one and two years later, and target an improvement of 10% over this.	E.1. Conduct follow-up survey to determine effectiveness of programs in (1) helping firms increase their export activity and (2) helping professionals change the direction of their careers.								

1. Project Goal Statement: Collaborate with other Educational Institutions to Share Expertise in International Trade, Business and Competitiveness									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Forge new relationships with other educational institutions that will be the basis for high impact activities based on mutual trust and understanding.	<p>A.1. Develop contacts with HACU and faculty at local area MSIs to familiarize them with CIBER and its mission.</p> <p>A.2. Develop person-to-person contacts with influential individuals at HSIs and HBCUs (including individuals at institution matched with UMD in the Globalizing MSI program).</p> <p>A.3. Conduct an assessment of faculty teaching needs in the international business arena.</p>								
B) Establish a baseline and then increase the number of faculty who participate in enhancement of global skills each year by 15% compared to Year 1.	<p>B.1. Disseminate information about the faculty development programs through multiple channels (print, email, social networking, etc.).</p> <p>B.2. Involve organizations and associations (such as HACU) in publicizing of events.</p>								
C) Achieve or maintain highest faculty satisfaction levels (i.e. rating of 4 or 5 on a five point scale) in surveys for all faculty programs.	<p>C.1. Ensure that program design is responsive to perceived needs of the HSI and MSI community in developing IB skills.</p> <p>C.2. Recruit high quality faculty and practitioners who will deliver content and ensure</p>								

	<p>they are properly vetted, briefed, and evaluated.</p> <p>C.3 Ensure flawless operations of all educational outreach programs by adhering to the management plan.</p>								
<p>D) Establish a benchmark for long-term effects on teaching of faculty program participants one and two years later, and target an improvement of 10% over this.</p>	<p>D.1. Follow-up with faculty program participants to determine whether curricular changes have been implemented as a consequence of the program, and the overall success with changes.</p>								

Activity-wise Evaluation Approach				
CIBER Activities		Construct	Measures and Performance Standards	Data Collection Methods
Thought Leadership				
1	Emerging Markets Forum	Showcase UMD as global leader in international business education and research; disseminate research for area executives.	Show a 20% increase in attendance and highest satisfaction rating (4 or 5 on 5 point scale).	Attendance records; survey results.
2	Distinguished Speakers in International Business	Speaker Prominence; success of talk.	Secure at least one nationally known speaker each year. Show 20% increase in attendance relative to 2013-14 baseline.	Accepted standards of prominence (differ by field); attendance records.
3	International Executive/Scholar in Residence	Prominence of Executive/Scholar.	Participation in research and teaching; generating contacts and leads for CIBER programs.	Center Records
Programs for Students : Preparing Students for Global Leadership				
4	MBA Case Competition	Showcase UMD expertise in Emerging Markets; Develop student skill in analyzing business opportunity and risks in emerging markets.	Reach target participation of about 40 students from the best MBA programs nationally. Deliver high satisfaction scores.	Center Records/Surveys
5	Undergraduate Global Mindset Certificate	Foster global mindset in undergraduate student population.	Reach target participation of 20% undergraduate students who earn the certificate at graduation.	School Records
6	Emerging Markets: Cultural Appreciation	Foster awareness of emerging markets in student population.	Reach target participation of about 100 students in first year; 10% annual increase thereafter. Deliver high satisfaction scores.	Center Records/Surveys
7	Summer Institute in International Business	Foster interest in international business career opportunities among language	Target participation of 10 students in the first year;	Center Records/Surveys

		and area study students.	annual 10% increase thereafter. Deliver high satisfaction scores.	
8	Global Consulting Program	Increase the depth of engagement in student international business experiences.	Target 20 MBA students in Year 1 and increase to 30 by Year 4; High quality projects (as judged by faculty and students).	Center Records/Surveys
9	International Development Consulting Program	Increase the depth of engagement in student international business experiences.	Target 10 MBA/MS students in Year 1 and increase to 15 by Year 4; High quality projects (as judged by faculty and students).	Center Records/Surveys
10	Undergraduate Global Consulting Fellows	Increase the depth of engagement in student international business experiences.	Secure high quality projects for fellows; and target 10 students for follow-up internships.	School Records/Surveys
11	Social Entrepreneurship in South Africa	Increase the depth of engagement in student international business experiences; increase awareness of Africa.	Target enrollment of 15 students in Year 1, and 10% annual increase thereafter.	School Records
12	International Internships & Work Study Program	Increase the depth of engagement, and improve employment prospect in IB.	Benchmark and then develop estimates of how employment prospects improve.	<i>LinkedIn</i> survey
13	Enhancements to Study Abroad Program	Rigor and relevance of study abroad courses.	Increase UG and MBA participation rates to 50%; Increase proportion of courses with experiential or language components.	School Records.
14	Business Language Instruction	Foster capability in foreign languages among business students.	Target of 10 students in Year 1. 10% increase per year after that.	Center Records.
15	Review and Improvements of the Curriculum	Internationalization of the Smith School Curriculum.	Target 100 programs to have significant global content within 4 years.	School Records
Programs for Faculty : Helping Educators Bring the World into the Classroom				
16	Technology-Assisted Global Experiences	Infuse more global content into the	Target one new course	

		curriculum of campus-based courses by leveraging information and communication technology.	each year to incorporate significant global experiences.	School Records
17	PDIB on Emerging Markets Finance	Increase awareness of emerging markets Finance among faculty; increase the number of courses offered on the topic.	Target 15 faculty participants for Year 1. Increase to 25 by Year 4. Deliver highest satisfaction scores.	Center Records/Survey
18	Faculty Development in International Business	Increase awareness of global business among Smith and MSI/CC faculty.	Number of new faculty participating; number of courses re-designed.	Center Records/Survey
19	CIBER Business Language Conference	Conference Participation leads to improvement in business language education.	Improvement in quality of business language education at UMD.	Variety of courses on business languages, and student ratings.
Research Programs: Supporting Top Quality Research on Topics of Vital National Interest				
20	Ph.D. Student Research Grants	Increase the number of new scholars with careers in IB topics; stimulate new research in IB.	Number of internationally-focused dissertations & research papers.	School Records
21	Faculty Research Grants	Stimulate research in IB and competitiveness.	Number of high-quality papers as measured by standard Smith School criteria for research.	School Records/Faculty survey.
22	Institutions, Infrastructure and Economic Growth	Develop a better understanding of institutional gaps and infrastructure deficiencies in emerging markets and the opportunities and hurdles these present for US companies.	Develop indices and prepare timely and relevant white papers on key US trading partners; disseminate widely.	Center Records
23	Book on Emerging Markets	Develop a better understanding of key US trading partners in emerging markets on dimensions such as innovation, business environment, women and the workforce, etc.	Prepare timely and relevant book chapters for an edited volume, written by acknowledged experts in the field.	Center Records
Business Outreach : Building Critical Knowledge and International Skills of Executives				
24	Global Insights Seminar Series for Executives	Build international skills relevant for competitiveness in the key growth sectors identified by the State of Maryland.	Target 15 program participants for each year. Deliver highest satisfaction scores	Center Records/Surveys
25	Executive Business Language Programs	Build foreign language capability among	Target 10 program	Center Records/Surveys

		area business professionals.	participants for each year. Deliver highest satisfaction scores	
Educational Outreach : Collaborating with Other Educational Institution				
26	Faculty Development for HSIs	Increase awareness of international business, trade, and institutions among HSI faculty; assist in internationalization of curriculum at HSIs.	Target 15 program participants in Year 1; increasing to 25 by Year 4. Deliver highest satisfaction scores	Center Records/Survey.
27	Globalizing Minority Serving Institutions Program	Increase awareness of global business among MSI faculty; assist in internationalization of curriculum at MSIs.	Deliver quality assistance to matched MSI. Participate in consortium activities targeting 80 or more participants annually	Center/Consortium Records.
Other				
28	CIBERWeb			

EMERGING MARKETS FORUM Post-Conference Survey¹

Q1. A key objective of the Emerging Markets Forum is to have leading scholars and practitioners speak on topics related to emerging markets in an insightful and engaging way. Please describe your satisfaction with:

Online Survey	Excellent	Good	Average	Subpar	Poor	NA	Resp Count	Rating
Dr. Michele Gelfand Keynote	14	5	1	0	0	3	23	4.65
Negotiating History, Culture & Institutions Panel	10	7	4	0	0	2	23	4.29
Dr. Shibley Telhami Keynote	9	9	1	1	0	3	23	4.3
Business Environment in the Islamic World Panel	6	9	3	1	1	3	23	3.9
Ambassador Edward Walker Keynote	5	7	1	3	2	5	23	3.56
<i>answered question</i>							23	
<i>skipped question</i>							0	

Paper Survey	Excellent	Good	Average	Subpar	Poor	NA	Resp Count	Rating
Dr. Michele Gelfand Keynote	27	4	0	0	0	0	31	4.87
Negotiating History, Culture & Institutions Panel	17	12	2	0	0	0	31	4.48
Dr. Shibley Telhami Keynote	20	8	1	0	0	0	31	4.6
Business Environment in the Islamic World Panel	18	3	1	0	0	8	31	4.77
Ambassador Edward Walker Keynote	10	5	4	0	0	12	31	4.32
<i>answered question</i>							31	
<i>skipped question</i>							0	

Q2. Please describe your overall satisfaction with the venue and organization:

Online Survey	Excellent	Good	Average	Subpar	Poor	NA	Resp Count	Rating
Satisfaction with the registration process	15	8	0	0	0	0	23	4.65
Satisfaction with the conference venue	21	2	0	0	0	0	23	4.91
Satisfaction with meals	18	5	0	0	0	0	23	4.78
Satisfaction with reception	11	6	0	0	0	6	23	4.65
<i>answered question</i>							23	
<i>skipped question</i>							0	

Paper Survey	Excellent	Good	Average	Subpar	Poor	NA	Resp Count	Rating
Satisfaction with the registration process	22	7	2	0	0	0	31	4.65
Satisfaction with the conference venue	29	2	0	0	0	0	31	4.94
Satisfaction with meals	28	3	0	0	0	0	31	4.9
Satisfaction with reception	18	5	0	0	0	8	31	4.78
<i>answered question</i>							31	
<i>skipped question</i>							0	

¹ * Partial Results: Unstructured responses, suggestions etc. have been excluded.

Q3. Do you feel the conference has increased your understanding of the role of history, culture and institutions in shaping the emerging markets business environment?

Online Survey	Response Percent	Response Count
Yes	91.3%	21
No	8.7%	2
<i>answered question</i>		23
<i>skipped question</i>		0

Paper Survey	Response Percent	Response Count
Yes	100.0%	30
No	0.0%	0
<i>answered question</i>		30
<i>skipped question</i>		1

Q4. Do you feel the conference has increased your understanding of the Islamic world?

Online Survey	Response Percent	Response Count
Yes	90.9%	20
No	9.1%	2
<i>answered question</i>		22
<i>skipped question</i>		1

Paper Survey	Response Percent	Response Count
Yes	96.2%	25
No	3.8%	1
<i>answered question</i>		26
<i>skipped question</i>		5

Q5. Your overall conference rating:

Online Survey	Excellent	Good	Average	Subpar	Poor	NA	Resp Count	Rating
Rating	9	11	1	2	0	0	23	4.17
<i>answered question</i>							23	
<i>skipped question</i>							0	

Paper Survey	Excellent	Good	Average	Subpar	Poor	NA	Resp Count	Rating
Rating	22	7	0	0	0	0	29	4.76
<i>answered question</i>							29	
<i>skipped question</i>							2	

2014 Emerging Markets No-show survey results (Partial)

5/16/2014

Q1. Registration Type

UMD Undergrad	5	38.5%
UMD FT MBA	2	15.4%
UMD PT MBA	1	7.7%
UMD MS Student	0	0.0%
UMD non-Smith Grad Student	0	0.0%
UMD Faculty/Staff	1	7.7%
UMD Alumni	3	23.1%
Non-UMD Student	0	0.0%
Other Professional	1	7.7%
	13	

Q2. When did you decide to NOT attend the 2014 Emerging Markets Forum?

Day OF event	3	23.1%
Day BEFORE event	4	30.8%
WEEK before event	4	30.8%
I forgot that I was registered	1	7.7%
Other	1	7.7%
	13	

For illustration only – Rest of the questions have been excluded.

2014 Emerging Markets Forum: Marketing/Promotion Channel Worksheet (Partial)

Category/ Platform	Channel	2013 EMF?	2014 EMF?	Owner	Start Date	Periodicity
ListServes	CIBER e-Blasts	Y	Y	Matt Grieger	3/6	See E-Blast schedule
	CSVC		N			
	Ronald Reagan Bldg - Tradewinds		Y	RR Bldg contact	3/31	every 2 weeks
	CFP	Y	N			
	Office of Global Initiatives		?			
	FYI @ UMD		N			
	Smith InfoSource		Y	Maura Schiller	4/8	One-time
	MBAs United (mbasunited.com)		Y	Jennifer Romaine	4/9	One-time
	Honors College		N			
Social Media	CSVC Facebook		N			
	CSVC Twitter		N			
	Smith Facebook	Y	Y	EMA	April	
	Smith Twitter	Y	Y	Alissa Arford	4/14	
	UMD Facebook		N			
	UMD Twitter		N			
	Facebook FT Class Pages		Y	EMA		
	Facebook PT MBA Class Page		Y	EMA		
	Facebook Official Smith		Y	EMA		
	LinkedIn Group Pages		Y	Matt Grieger	3/25	

For illustration only; Rest of Marketing Report excluded.

Remaining portion of the report contains a section of Finances; and minutes of the meeting on “Lessons Learned.”

PORTIONS OF ACTIVITY REPORT EXCLUDED BECAUSE OF SPACE LIMITATIONS.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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Robert H. Smith School of Business
University of Maryland
Center for International Business Education and Research

Attachment to Form 524 Section C

The Budget breakdown is provided at the end of this document. The corresponding explanations and justifications are presented below.

Explanations

Personnel

1. For the scale of activities, the total amount spent on Personnel is kept at very reasonable levels (the UMD share is approximately 65% of the total). A substantial fraction of salaries allocated for the CIBER program are to be borne by the Smith School and UMD for each project year. Salaries for Years 2-4 reflect an anticipated 3% increase each year. The percentage of effort, position title and salary charged to the grant are detailed in the budget breakdown.
2. Fringe benefits are computed at 20% of salaries. The fringe benefits are specifically identified to each employee and are charged individually as direct costs. Fringe benefits include: FICA, Retirement, Unemployment, and Health Insurance.
3. The undergraduate student assistants will assist in the organization of activities and programs related to the undergraduate Global Consulting Fellows program, and on an as needed basis. The graduate assistant will work closely with CIBER personnel on all aspects of project management, but will especially be expected to play the role of the liaison with the graduate student community to ensure their enthusiastic participation. Tuition remission for the graduate assistant in each year is not included in personnel costs and is excluded from overhead cost.
4. Contractual expenses include payments to an independent external evaluation expert.

Travel

5. **Travel** for each activity is shown separately from other program expenses in the line-item budget, and will therefore be self-explanatory. CIBER staff travel will be to the Director's and Assistant Director's meetings, to meetings organized by other CIBERs, and for developmental activities directly pertinent to the objectives of this proposal. Travel for Short-

term study abroad is for travel related to establishing programs at new destinations, or where the program is being substantially modified (e.g. by adding experiential components to an existing course).

6. All ***Travel Expenses*** are based on economy fares, utilizing early-booking discounts offered by airlines and hotels, and UMD's hotel and meal standards. This is also borne out by the fact that we have not shown annual increases in most budget items, other than salaries of project staff.
7. The federal share of travel expenses is budgeted to be *less than* \$60,000 in every year except Year 3 (when it is \$70,000), which we believe is very frugal for the scale of activities.
8. More detail on travel is provided in the attached budget breakdown by activity. We also address travel explanation together with program expenses by activity below.

Supplies

9. Supplies are kept to the low annual amount of \$2,500. These include instructional materials such as reprints, published cases, pen drives, etc. for the business and educational outreach activities.

Other

10. The bulk of the program expenses are included in the "**Other**" category since there is no category within the federal budget form where individual program-expense items could be included. The line-item budget provides detailed *Program Expenses* by activity. These represent all expenses other than travel, supplies and personnel (for instance, fees to participate in CIBER organized programs, registration fees for conferences, fees for service, space rental, catering, etc.). Meals at meetings and conferences are only included for extended events, and when the primary purpose of the event is the dissemination of information.
11. *Publicity* expenses include such costs incurred for CIBER organized events, as well as publicity for CIBER programs among students.
12. The *Distinguished Speaker* and *Emerging Markets Forum* expenses include payments of honoraria and book purchases.
13. The *MBA Case Competition* amounts are for awards to winning teams in this national competition. Costs associated for *Global Mindset Certificate* are for launch and conclusion

events (speakers, awards, etc.). For the *Global Consulting Fellows* program, CIBER funds would be used for faculty travel to secure client projects and develop related internships. The *Summer Institute* expenses are for payments to participating faculty and career counselor. The undergraduate *Global Consulting Fellows* program expenses are for the organization of a student-led conference. *Emerging Markets: Cultural Appreciation* costs are for space and A/V equipment rental. *Business Language Coaching* expenses will defray costs of tutors. One noteworthy expense is the cost-share amount for *Study Abroad*. This amount is for UMD-provided scholarships to students participating in study abroad programs. Program-related travel is displayed separately.

14. *Technology-Assisted Global Experiences* amounts are for grants for faculty to introduce innovations such as classroom-to-classroom collaborations, etc. Grants will only be for direct expenses related to such innovations and *not* faculty salary support. The *PDIB: Focus on Emerging Markets Finance* is for contractual payment to faculty leading the program. Travel costs for the faculty are separately noted. The *FDIB* amount is for program fees for faculty participation. Additionally, CIBER will cover travel costs. *Business Language Conference* support is for registration and travel.
15. *Faculty and Ph.D. Research Grants* refer to one Ph.D. (\$4,000) and two faculty summer awards (\$7,500). The costs involved in the research projects (*Institutions, Infrastructure and Competitiveness*, and the *Emerging Markets Book*) are for different purposes in the different years. These include hourly payments for research assistants, honoraria to contributors, and any publication-related costs). Travel is only for Year 3 when the roundtable of each research initiative will be held.
16. *Business Outreach* activity expenses primarily cover the costs of contractual instructors. Additionally, some space and A/V equipment rentals, incidental refreshments etc. costs are included.
17. The *FDIB for Hispanic Serving Institutions* expenses are for speakers, and workshop-related space and equipment. The associated travel-costs are for local travel of workshop participants to various Washington, D.C. area sites. The *Globalizing MSI* expenses are consortium fees; the travel is to support MSI faculty attendance.
18. Indirect cost is limited to 8% for federal share and matching share.

SMITH SCHOOL CIBER DETAILED BUDGET 2014-2018									
		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
		FED	UMD	FED	UMD	FED	UMD	FED	UMD
I.	CIBER Administration								
A.	Personnel								
	CIBER Director Prasad (25%)		\$ 32,860		\$ 33,845		\$ 34,861		\$ 35,906
	CIBER Director Summer (50%)	\$ 26,288		\$ 27,076		\$ 27,889		\$ 28,725	
	CIBER Research Director Summer (12.5%)	\$ 9,726		\$ 10,018		\$ 10,318		\$ 10,628	
	Senior Associate Dean Ball (5%)		\$ 14,353		\$ 14,784		\$ 15,227		\$ 15,684
	CIBER Assistant Director (100%)	\$ 40,000	\$ 40,000	\$ 41,200	\$ 41,200	\$ 42,436	\$ 42,436	\$ 43,709	\$ 43,709
	CIBER Coordinator (100%)	\$ 22,500	\$ 22,500	\$ 23,175	\$ 23,175	\$ 23,870	\$ 23,870	\$ 24,586	\$ 24,586
	OGI Director Bellingier (20%)		\$ 21,548		\$ 22,194		\$ 22,860		\$ 23,546
	OGI Assistant Director (20%)		\$ 14,215		\$ 14,641		\$ 15,080		\$ 15,533
	MBA Program Manager (20%)		\$ 12,785		\$ 13,168		\$ 13,563		\$ 13,970
	Undergraduate Program Manager (10%)		\$ 5,620		\$ 5,789		\$ 5,962		\$ 6,141
	Graduate Assistants		\$ 15,675		\$ 16,145		\$ 16,630		\$ 17,128
	UG Student Assistants	\$ 1,500		\$ 1,500		\$ 1,500		\$ 1,500	
	Total I.A. Personnel	\$ 100,014	\$ 179,555	\$ 102,969	\$ 184,941	\$ 106,013	\$ 190,490	\$ 109,149	\$ 196,204
B.	Fringe Benefits								
	Total I.B. Fringe Benefits	\$ 20,003	\$ 35,911	\$ 20,594	\$ 36,988	\$ 21,203	\$ 38,098	\$ 21,830	\$ 39,241
C.	Travel								
	CIBER Director travel	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	CIBER staff travel	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	Total I.C. CIBER Staff Travel	\$ 10,000		\$ 10,000		\$ 10,000		\$ 10,000	
D.	Additional Expenses								
	Contractual External Evaluator	\$ 2,500		\$ 2,500		\$ 2,500		\$ 2,500	
	Supplies	\$ 2,500		\$ 2,500		\$ 2,500		\$ 2,500	
	Publicity	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	Total I.D. Additional Expenses	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ 10,000	\$ -
	I. Total Administration Personnel (A+B+C+D)	\$ 140,016	\$ 215,466	\$ 143,563	\$ 221,930	\$ 147,216	\$ 228,587	\$ 150,978	\$ 235,445
II.	THOUGHT LEADERSHIP								
A.	Program Expenses								
	Emerging Markets Forum	\$ 15,000		\$ 15,000		\$ 15,000		\$ 15,000	
	Distinguished Speaker Series	\$ 1,500		\$ 1,500		\$ 1,500		\$ 1,500	
	Executive/Scholar in Residence	\$ 2,500		\$ 2,500		\$ 2,500		\$ 2,500	
	Total II.A.	\$ 19,000		\$ 19,000		\$ 19,000		\$ 19,000	
B.	Travel								
	Emerging Markets Forum	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	

		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
		FED	UMD	FED	UMD	FED	UMD	FED	UMD
	Distinguished Speaker Series	\$ 1,500		\$ 1,500		\$ 1,500		\$ 1,500	
	Executive/Scholar in Residence	\$ 1,500		\$ 1,500		\$ 1,500		\$ 1,500	
	Total II.B.	\$ 8,000		\$ 8,000		\$ 8,000		\$ 8,000	
	<i>II. Total Thought Leadership (A+B)</i>	\$ 27,000		\$ 27,000		\$ 27,000		\$ 27,000	
III.	STUDENT PROGRAMS								
A.	Program Expenses								
	MBA Case Competition: Emerging Markets Challenge	\$ 5,000	\$ 10,000	\$ 5,000	\$ 10,000	\$ 5,000	\$ 10,000	\$ 5,000	\$ 10,000
	Undergraduate Global Mindset Certificate	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
	Emerging Markets: Cultural Appreciation	\$ 2,000		\$ 2,000		\$ 2,000		\$ 2,000	
	Summer Institute in International Business	\$ 7,500		\$ 7,500		\$ 7,500		\$ 7,500	
	CIBER Global Consulting Program								
	CIBER International Development Consulting Program								
	Undergraduate Global Consulting Fellows	\$ 7,500		\$ 7,500		\$ 7,500		\$ 7,500	
	Social Entrepreneurship and Innovation South Africa								
	International Internships & Work Study Program								
	Continued Improvements to Study Abroad		\$ 100,000		\$ 100,000		\$ 100,000		\$ 100,000
	Business Language Coaching	\$ 1,500		\$ 1,500		\$ 1,500		\$ 1,500	
	Review and Improvements to the Curriculum								
	Total III.A. Program Expenses	\$ 25,500	\$ 112,000	\$ 25,500	\$ 112,000	\$ 25,500	\$ 112,000	\$ 25,500	\$ 112,000
B.	Travel								
	CIBER Global Consulting Program	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
	CIBER International Development Consulting Program	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
	International Internships & Work Study Program	\$ 10,000		\$ 10,000		\$ 10,000		\$ 10,000	
	Social Entrepreneurship and Innovation South Africa	\$ 1,500	\$ 7,500	\$ 1,500	\$ 7,500	\$ 1,500	\$ 7,500	\$ 1,500	\$ 7,500
	Continued Improvements to Study Abroad	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
	Total II.B. Travel	\$ 26,500	\$ 22,500	\$ 26,500	\$ 22,500	\$ 26,500	\$ 22,500	\$ 26,500	\$ 22,500
	<i>II. Total Student Programs (A+B)</i>	\$ 52,000	\$ 134,500	\$ 53,500	\$ 134,500	\$ 53,500	\$ 134,500	\$ 53,500	\$ 134,500
III.	Programs for Faculty								
A.	Program Expenses								
	Technology-Assisted Global Experiences	\$ 5,000	\$ 10,000	\$ 5,000	\$ 10,000	\$ 5,000	\$ 10,000	\$ 5,000	\$ 10,000
	PDIB: Focus on Emerging Markets Finance	\$ 10,000		\$ 10,000		\$ 10,000		\$ 10,000	
	Faculty Development in International Business	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	CIBER Business Language Conference	\$ 1,000		\$ 1,000		\$ 1,000		\$ 1,000	
	Total III.A. Program Expenses for Faculty	\$ 21,000		\$ 21,000		\$ 21,000		\$ 21,000	
B.	Travel								

		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
		FED	UMD	FED	UMD	FED	UMD	FED	UMD
	FDIB Travel	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	PDIB: Focus on Emerging Markets Finance	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	CIBER Business Language Conference	\$ 1,000		\$ 1,000		\$ 1,000		\$ 1,000	
	Total III.B. Total Travel: Faculty Programs	\$ 11,000		\$ 11,000		\$ 11,000		\$ 11,000	
	III. Total Faculty Programs (A+B)	\$ 32,000		\$ 32,000		\$ 32,000		\$ 32,000	
IV.	Research Program								
A.	Program Expenses								
	Ph.D. Student Research Grants	\$ 4,000		\$ 4,000		\$ 4,000		\$ 4,000	
	Faculty Research Grants	\$ 7,500	\$ 7,500	7500	\$ 7,500	7500	\$ 7,500	7500	\$ 7,500
	Institutions, Infrastructure and Economic Growth	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000			\$ 5,000	\$ 5,000
	Emerging Markets Book	\$ 5,000	\$ 5,000	5000	\$ 5,000			5000	\$ 5,000
	Total IV.A. Total Program Expenses: Research	\$ 21,500	\$ 17,500	\$ 21,500	\$ 17,500	\$ 11,500	\$ 7,500	\$ 21,500	\$ 17,500
B	Travel								
	Institutions, Infrastructure and Competitiveness					\$ 5,000	\$ 5,000		
	Emerging Markets Book Roundtable					\$ 5,000	5000		
	Total IV.B. Total Travel: Research	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ -
	IV. Total Research Programs (A+B)	\$ 21,500	\$ 17,500	\$ 21,500	\$ 17,500	\$ 21,500	\$ 17,500	\$ 21,500	\$ 17,500
V.	Business Outreach								
A.	Program Expenses								
	Global Insights Seminar Series for Executives	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	Executive Development: Business Language Programs	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	V. Total Program Expenses: Business	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ 10,000	\$ -
VI.	Educational Outreach								
A.	Program Expenses								
	FDIB for Hispanic Serving Institutions	\$ 10,000		\$ 10,000		\$ 10,000		\$ 10,000	
	Globalizing Minority Serving Institutions Program	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	Total VI. A. Total Program Expenses: Education	\$ 15,000		\$ 15,000		\$ 15,000		\$ 15,000	
B.	Travel								
	FDIB for Hispanic Serving Institutions	\$ 1,000		\$ 1,000		\$ 1,000		\$ 1,000	
	Globalizing Minority Serving Institutions Program	\$ 1,000		\$ 1,000		\$ 1,000		\$ 1,000	
	Total VI. B. Total Travel: Educational Outreach	\$ 2,000		\$ 2,000		\$ 2,000		\$ 2,000	
	Total VI. Total Educational Outreach (A+B)	\$ 17,000		\$ 17,000		\$ 17,000		\$ 17,000	

		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
		FED	UMD	FED	UMD	FED	UMD	FED	UMD
		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
		FED	UMD	FED	UMD	FED	UMD	FED	UMD
	Grand Totals								
	Personnel	\$ 100,014	\$ 179,555	\$ 102,969	\$ 184,941	\$ 106,013	\$ 190,490	\$ 109,149	\$ 196,204
	Fringe Benefits	\$ 20,003	\$ 35,911	\$ 20,594	\$ 36,988	\$ 21,203	\$ 38,098	\$ 21,830	\$ 39,241
	Program Expenses/Other	\$ 112,000	\$ 129,500	\$ 112,000	\$ 129,500	\$ 102,000	\$ 119,500	\$ 112,000	\$ 129,500
	Travel	\$ 57,500	\$ 22,500	\$ 57,500	\$ 22,500	\$ 67,500	\$ 32,500	\$ 57,500	\$ 22,500
	Supplies	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ 2,500	\$ -
	Grand Total Direct	\$ 292,016	\$ 367,466	\$ 295,563	\$ 373,930	\$ 299,216	\$ 380,587	\$ 302,978	\$ 387,445
	Grand Total Indirect	\$ 23,361	\$ 29,397	\$ 23,645	\$ 29,914	\$ 23,937	\$ 30,447	\$ 24,238	\$ 30,996
	Grand Total Direct + Indirect	\$ 315,378	\$ 396,863	\$ 319,208	\$ 403,844	\$ 323,153	\$ 411,034	\$ 327,217	\$ 418,441
	Tuition		\$ 14,898		\$ 15,345		\$ 15,805		\$ 16,279
	Totals + Tuition	\$ 315,378	\$ 411,761	\$ 319,208	\$ 419,189	\$ 323,153	\$ 426,840	\$ 327,217	\$ 434,720

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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SMITH SCHOOL CIBER DETAILED BUDGET 2014-2018									
		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
		FED	UMD	FED	UMD	FED	UMD	FED	UMD
I.	CIBER Administration								
A.	Personnel								
	CIBER Director Prasad (25%)		\$ 32,860		\$ 33,845		\$ 34,861		\$ 35,906
	CIBER Director Summer (50%)	\$ 26,288		\$ 27,076		\$ 27,889		\$ 28,725	
	CIBER Research Director Summer (12.5%)	\$ 9,726		\$ 10,018		\$ 10,318		\$ 10,628	
	Senior Associate Dean Ball (5%)		\$ 14,353		\$ 14,784		\$ 15,227		\$ 15,684
	CIBER Assistant Director (100%)	\$ 40,000	\$ 40,000	\$ 41,200	\$ 41,200	\$ 42,436	\$ 42,436	\$ 43,709	\$ 43,709
	CIBER Coordinator (100%)	\$ 22,500	\$ 22,500	\$ 23,175	\$ 23,175	\$ 23,870	\$ 23,870	\$ 24,586	\$ 24,586
	OGI Director Bellingier (20%)		\$ 21,548		\$ 22,194		\$ 22,860		\$ 23,546
	OGI Assistant Director (20%)		\$ 14,215		\$ 14,641		\$ 15,080		\$ 15,533
	MBA Program Manager (20%)		\$ 12,785		\$ 13,168		\$ 13,563		\$ 13,970
	Undergraduate Program Manager (10%)		\$ 5,620		\$ 5,789		\$ 5,962		\$ 6,141
	Graduate Assistants		\$ 15,675		\$ 16,145		\$ 16,630		\$ 17,128
	UG Student Assistants	\$ 1,500		\$ 1,500		\$ 1,500		\$ 1,500	
	Total I.A. Personnel	\$ 100,014	\$ 179,555	\$ 102,969	\$ 184,941	\$ 106,013	\$ 190,490	\$ 109,149	\$ 196,204
B.	Fringe Benefits								
	Total I.B. Fringe Benefits	\$ 20,003	\$ 35,911	\$ 20,594	\$ 36,988	\$ 21,203	\$ 38,098	\$ 21,830	\$ 39,241
C.	Travel								
	CIBER Director travel	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	CIBER staff travel	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	Total I.C. CIBER Staff Travel	\$ 10,000		\$ 10,000		\$ 10,000		\$ 10,000	
D.	Additional Expenses								
	Contractual External Evaluator	\$ 2,500		\$ 2,500		\$ 2,500		\$ 2,500	
	Supplies	\$ 2,500		\$ 2,500		\$ 2,500		\$ 2,500	
	Publicity	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	Total I.D. Additional Expenses	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ 10,000	\$ -
	I. Total Administration Personnel (A+B+C+D)	\$ 140,016	\$ 215,466	\$ 143,563	\$ 221,930	\$ 147,216	\$ 228,587	\$ 150,978	\$ 235,445
II.	THOUGHT LEADERSHIP								
A.	Program Expenses								
	Emerging Markets Forum	\$ 15,000		\$ 15,000		\$ 15,000		\$ 15,000	
	Distinguished Speaker Series	\$ 1,500		\$ 1,500		\$ 1,500		\$ 1,500	
	Executive/Scholar in Residence	\$ 2,500		\$ 2,500		\$ 2,500		\$ 2,500	
	Total II.A.	\$ 19,000		\$ 19,000		\$ 19,000		\$ 19,000	
B.	Travel								
	Emerging Markets Forum	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	

		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
		FED	UMD	FED	UMD	FED	UMD	FED	UMD
	Distinguished Speaker Series	\$ 1,500		\$ 1,500		\$ 1,500		\$ 1,500	
	Executive/Scholar in Residence	\$ 1,500		\$ 1,500		\$ 1,500		\$ 1,500	
	Total II.B.	\$ 8,000		\$ 8,000		\$ 8,000		\$ 8,000	
	<i>II. Total Thought Leadership (A+B)</i>	\$ 27,000		\$ 27,000		\$ 27,000		\$ 27,000	
III.	STUDENT PROGRAMS								
A.	Program Expenses								
	MBA Case Competition: Emerging Markets Challenge	\$ 5,000	\$ 10,000	\$ 5,000	\$ 10,000	\$ 5,000	\$ 10,000	\$ 5,000	\$ 10,000
	Undergraduate Global Mindset Certificate	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
	Emerging Markets: Cultural Appreciation	\$ 2,000		\$ 2,000		\$ 2,000		\$ 2,000	
	Summer Institute in International Business	\$ 7,500		\$ 7,500		\$ 7,500		\$ 7,500	
	CIBER Global Consulting Program								
	CIBER International Development Consulting Program								
	Undergraduate Global Consulting Fellows	\$ 7,500		\$ 7,500		\$ 7,500		\$ 7,500	
	Social Entrepreneurship and Innovation South Africa								
	International Internships & Work Study Program								
	Continued Improvements to Study Abroad		\$ 100,000		\$ 100,000		\$ 100,000		\$ 100,000
	Business Language Coaching	\$ 1,500		\$ 1,500		\$ 1,500		\$ 1,500	
	Review and Improvements to the Curriculum								
	Total III.A. Program Expenses	\$ 25,500	\$ 112,000	\$ 25,500	\$ 112,000	\$ 25,500	\$ 112,000	\$ 25,500	\$ 112,000
B.	Travel								
	CIBER Global Consulting Program	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
	CIBER International Development Consulting Program	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
	International Internships & Work Study Program	\$ 10,000		\$ 10,000		\$ 10,000		\$ 10,000	
	Social Entrepreneurship and Innovation South Africa	\$ 1,500	\$ 7,500	\$ 1,500	\$ 7,500	\$ 1,500	\$ 7,500	\$ 1,500	\$ 7,500
	Continued Improvements to Study Abroad	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
	Total II.B. Travel	\$ 26,500	\$ 22,500	\$ 26,500	\$ 22,500	\$ 26,500	\$ 22,500	\$ 26,500	\$ 22,500
	<i>II. Total Student Programs (A+B)</i>	\$ 52,000	\$ 134,500	\$ 53,500	\$ 134,500	\$ 53,500	\$ 134,500	\$ 53,500	\$ 134,500
III.	Programs for Faculty								
A.	Program Expenses								
	Technology-Assisted Global Experiences	\$ 5,000	\$ 10,000	\$ 5,000	\$ 10,000	\$ 5,000	\$ 10,000	\$ 5,000	\$ 10,000
	PDIB: Focus on Emerging Markets Finance	\$ 10,000		\$ 10,000		\$ 10,000		\$ 10,000	
	Faculty Development in International Business	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	CIBER Business Language Conference	\$ 1,000		\$ 1,000		\$ 1,000		\$ 1,000	
	Total III.A. Program Expenses for Faculty	\$ 21,000		\$ 21,000		\$ 21,000		\$ 21,000	
B.	Travel								

		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
		FED	UMD	FED	UMD	FED	UMD	FED	UMD
	FDIB Travel	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	PDIB: Focus on Emerging Markets Finance	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	CIBER Business Language Conference	\$ 1,000		\$ 1,000		\$ 1,000		\$ 1,000	
	Total III.B. Total Travel: Faculty Programs	\$ 11,000		\$ 11,000		\$ 11,000		\$ 11,000	
	III. Total Faculty Programs (A+B)	\$ 32,000		\$ 32,000		\$ 32,000		\$ 32,000	
IV.	Research Program								
A.	Program Expenses								
	Ph.D. Student Research Grants	\$ 4,000		\$ 4,000		\$ 4,000		\$ 4,000	
	Faculty Research Grants	\$ 7,500	\$ 7,500	7500	\$ 7,500	7500	\$ 7,500	7500	\$ 7,500
	Institutions, Infrastructure and Economic Growth	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000			\$ 5,000	\$ 5,000
	Emerging Markets Book	\$ 5,000	\$ 5,000	5000	\$ 5,000			5000	\$ 5,000
	Total IV.A. Total Program Expenses: Research	\$ 21,500	\$ 17,500	\$ 21,500	\$ 17,500	\$ 11,500	\$ 7,500	\$ 21,500	\$ 17,500
B	Travel								
	Institutions, Infrastructure and Competitiveness					\$ 5,000	\$ 5,000		
	Emerging Markets Book Roundtable					\$ 5,000	5000		
	Total IV.B. Total Travel: Research	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ -
	IV. Total Research Programs (A+B)	\$ 21,500	\$ 17,500	\$ 21,500	\$ 17,500	\$ 21,500	\$ 17,500	\$ 21,500	\$ 17,500
V.	Business Outreach								
A.	Program Expenses								
	Global Insights Seminar Series for Executives	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	Executive Development: Business Language Programs	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	V. Total Program Expenses: Business	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ 10,000	\$ -
VI.	Educational Outreach								
A.	Program Expenses								
	FDIB for Hispanic Serving Institutions	\$ 10,000		\$ 10,000		\$ 10,000		\$ 10,000	
	Globalizing Minority Serving Institutions Program	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	Total VI. A. Total Program Expenses: Education	\$ 15,000		\$ 15,000		\$ 15,000		\$ 15,000	
B.	Travel								
	FDIB for Hispanic Serving Institutions	\$ 1,000		\$ 1,000		\$ 1,000		\$ 1,000	
	Globalizing Minority Serving Institutions Program	\$ 1,000		\$ 1,000		\$ 1,000		\$ 1,000	
	Total VI. B. Total Travel: Educational Outreach	\$ 2,000		\$ 2,000		\$ 2,000		\$ 2,000	
	Total VI. Total Educational Outreach (A+B)	\$ 17,000		\$ 17,000		\$ 17,000		\$ 17,000	

		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
		FED	UMD	FED	UMD	FED	UMD	FED	UMD
		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
		FED	UMD	FED	UMD	FED	UMD	FED	UMD
	Grand Totals								
	Personnel	\$ 100,014	\$ 179,555	\$ 102,969	\$ 184,941	\$ 106,013	\$ 190,490	\$ 109,149	\$ 196,204
	Fringe Benefits	\$ 20,003	\$ 35,911	\$ 20,594	\$ 36,988	\$ 21,203	\$ 38,098	\$ 21,830	\$ 39,241
	Program Expenses/Other	\$ 112,000	\$ 129,500	\$ 112,000	\$ 129,500	\$ 102,000	\$ 119,500	\$ 112,000	\$ 129,500
	Travel	\$ 57,500	\$ 22,500	\$ 57,500	\$ 22,500	\$ 67,500	\$ 32,500	\$ 57,500	\$ 22,500
	Supplies	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ 2,500	\$ -
	Grand Total Direct	\$ 292,016	\$ 367,466	\$ 295,563	\$ 373,930	\$ 299,216	\$ 380,587	\$ 302,978	\$ 387,445
	Grand Total Indirect	\$ 23,361	\$ 29,397	\$ 23,645	\$ 29,914	\$ 23,937	\$ 30,447	\$ 24,238	\$ 30,996
	Grand Total Direct + Indirect	\$ 315,378	\$ 396,863	\$ 319,208	\$ 403,844	\$ 323,153	\$ 411,034	\$ 327,217	\$ 418,441
	Tuition		\$ 14,898		\$ 15,345		\$ 15,805		\$ 16,279
	Totals + Tuition	\$ 315,378	\$ 411,761	\$ 319,208	\$ 419,189	\$ 323,153	\$ 426,840	\$ 327,217	\$ 434,720

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

University of Maryland

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	100,014.00	102,969.00	106,013.00	109,149.00	0.00	418,145.00
2. Fringe Benefits	20,003.00	20,594.00	21,203.00	21,830.00	0.00	83,630.00
3. Travel	57,500.00	57,500.00	67,500.00	57,500.00	0.00	240,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	2,500.00	2,500.00	2,500.00	2,500.00	0.00	10,000.00
6. Contractual	0.00		0.00	0.00	0.00	0.00
7. Construction	0.00		0.00	0.00	0.00	0.00
8. Other	112,000.00	112,000.00	102,000.00	112,000.00	0.00	438,000.00
9. Total Direct Costs (lines 1-8)	292,017.00	295,563.00	299,216.00	302,979.00	0.00	1,189,775.00
10. Indirect Costs*	23,361.00	23,645.00	23,937.00	24,238.00	0.00	95,181.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	315,378.00	319,208.00	323,153.00	327,217.00	0.00	1,284,956.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 52.00 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
University of Maryland	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	179,555.00	184,941.00	190,490.00	196,204.00	0.00	751,190.00
2. Fringe Benefits	35,911.00	36,988.00	38,098.00	39,241.00	0.00	150,238.00
3. Travel	22,500.00	22,500.00	32,500.00	22,500.00	0.00	100,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	144,398.00	144,845.00	135,305.00	145,779.00	0.00	570,327.00
9. Total Direct Costs (lines 1-8)	382,364.00	389,274.00	396,393.00	403,724.00	0.00	1,571,755.00
10. Indirect Costs	29,397.00	29,915.00	30,447.00	30,996.00	0.00	120,755.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	411,761.00	419,189.00	426,840.00	434,720.00	0.00	1,692,510.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Kislaya		Prasad	Ph.D

Address:

Street1:	4349 Van Munching Hall
Street2:	
City:	College Park
County:	
State:	MD: Maryland
Zip Code:	20742
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(301) 405-6359	

Email Address:

kprasad@rhsmith.umd.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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